

The Hebrew University of Jerusalem

Syllabus

Applied behavior analysis (ABA) in the school - 34935

Last update 24-07-2018

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: none

Coordinator Email: tom.gumpel@mail.huji.ac.il

Coordinator Office Hours: <https://tomgumpel.youcanbook.me>

Teaching Staff:

Prof Thomas Peter Gumpel

Course/Module description:

This course includes an introduction to behavioral psychology and applied behavior analysis for teachers and special educators who work with children and youth with special educational needs.

Course/Module aims:

In the first part of the course we will focus on the following subjects: behavioral concepts, methods of behavior modification, developing and implementing behavioral plans, data collection and display. In the second part we will focus on understanding the development of social skills.

Learning outcomes - On successful completion of this module, students should be able to:

We will use empirical methods of applied behavior analysis to define and correct learning difficulties and behavioral problems in the classroom.

Attendance requirements(%):
100

Teaching arrangement and method of instruction: lectures and PowerPoint slideshows

Course/Module Content:

Introduction
Positive reinforcement and extinction.
Differential reinforcement.
Maintenance and generalization.
Data collection.
Behavioral assessment.
Punishment, negative reinforcement and response cost.
Reducing behaviors.

Required Reading:

בנש"ק, א. (1994). התלמיד הבעייתי: גישה התנהגותית-קוגניטיבית. תל אביב: אוצר המורה.

רון, ת. (1994). שליטה עצמית ותושיה נלמדת. תל אביב: מועצת בתי הספר לעבודה סוציאלית.

*Alberto, P. A., & Troutman, A. C. (1995). *Applied Behavior Analysis for Teachers* (4th ed.). Columbus, Ohio: Merrill.

הספר מקור מצוין לגישה ההתנהגותית לחינוך המיוחד.

Amr, M., Raddad, D., El-Mehesh, F., Mahmoud, E.-H., & El-Gilany, A.-H. (2011). Sex differences in Arab children with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 5(4), 1343-1350. doi: 10.1016/j.rasd.2011.01.015

*Beard, K. Y., & Sugai, G. (2004). *First Step to Success: An Early Intervention for Elementary Children At Risk for Antisocial Behavior*. *Behavioral Disorders*, 29(4), 396-409.

Browder, D. M., & Snell, M. E. (1988). Assessment of individuals with severe handicaps. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Behavioral Assessment in Schools: Conceptual foundations and practical applications* (pp. 121-159). New York: Guilford.

*Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.

*Derby, K. M., Wacker, D. P., Peck, S., Sasso, G., & et al. (1994). Functional analysis of separate topographies of aberrant behavior. *Journal of Applied Behavior Analysis*, 27(2), 267-278.

Gumpel, T. P. (2007). Are social competence difficulties caused by performance or acquisition deficits? The importance of self-regulatory mechanisms. *Psychology in the Schools*, 44(4), 351-272.

Gumpel, T. (1994). Social competence and social skills training for persons with mental retardation: An expansion of a behavioral paradigm. *Education and Training in Mental Retardation and Developmental Disabilities*, 29, 194-202.

*Iwata, B. A., Pace, G. M., Dorsey, M. F., Zarcone, J. R., & et al. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27(2), 215-240.

Jerome, J., Frantino, E. P., & Sturmey, P. (2007). The effects of errorless learning and backward chaining on the acquisition of internet skills in adults with developmental disabilities. *Journal of Applied Behavior Analysis*, 40(1), 185-189.

*Kodak, T., Northup, J., & Kelley, M. E. (2007). An evaluation of the types of attention that maintain problem behavior. *Journal of Applied Behavior Analysis*, 40(1), 167-171.

Kuhn, S. A. C., Lerman, D. C., Vorndran, C. M., & Addison, L. (2006). Analysis of factors that affect responding in a two-response chain in children with developmental disabilities. *Journal of Applied Behavior Analysis*, 39(3), 263-280.

Lafasakis, M., & Sturmey, P. (2007). Training parent implementation of discrete-trial teaching: Effects on generalization of parent teaching and child correct responding. *Journal of Applied Behavior Analysis*, 40(4), 685-689.

Lam, A. L., Cole, C. L., Shapiro, E. S., & Bambara, L. M. (1994). Relative effects of self-monitoring on-task behavior, academic accuracy, and disruptive behavior in students with behavior disorders. *School Psychology Review*, 23, 44-59.

*Larson, P. J., & Maag, J. W. (1998). Applying functional assessment in general education classrooms: Issues and recommendations. *Remedial and Special Education*, 19(6), 338-349.

Maag, J. W., Reid, R., & DiGangi, S. A. (1993). Differential effects of self-monitoring attention, accuracy, and productivity. *Journal of Applied Behavior Analysis*, 26(3), 329-344.

*Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186.

*Martin, G., & Pear, J. (2003). *Behavior modification: What it is and how to do it* (7th ed.). Englewood Cliffs, NJ: Prentice Hall. (נבחרים פרקים)

*McGinnis, J. C., Friman, P. C., & Carlyon, W. D. (1999). The effect of token rewards on "intrinsic" motivation for doing math. *Journal of Applied Behavior Analysis*, 32(3), 375-379.

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*, 47(1), 5-21.

*Neef, N. A., & Iwata, B. A. (1994). Current research on functional analysis methodologies: An introduction. *Journal of Applied Behavior Analysis*, 2(27), 211-214.

*Rapport, M. D., Murphy, H. A., & Bailey, J. S. (1982). Ritalin vs. response cost in the control of hyperactive children: A within-subject comparison. *Journal of Applied Behavior Analysis*, 15(2), 205-216.

*Rusch, F. R., Rose, T., & Greenwood, C. R. (1988). *Introduction to Behavior Analysis in Special Education*. Englewood Cliffs: Prentice Hall.

Smith, T. (2001). Discrete trial training in the treatment of autism. *Focus on Autism and Other Developmental Disabilities*, 16(2), 86-92. doi: 10.1177/108835760101600204

*Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.

Woolf, M. (1978). Social validity: the case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis*, 11, 203-214.

Zimmerman, B. J. (1995). Self-efficacy and educational development. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202-231). Cambridge, UK: Cambridge University Press.

Zirpoli, T. J., & Melloy, K. J. (1997). *Behavior management: Applications for teachers and parents* (2nd Edition). Upper Saddle River, NJ: Merrill.

Additional Reading Material:

none

Course/Module evaluation:

End of year written/oral examination 27 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 25 %

Assignments 20 %

Reports 28 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

none