

# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Applied behavior analysis (ABA) in the school - 34935*

*Last update 23-08-2020*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: none*

*Coordinator Email: [tom.gumpel@mail.huji.ac.il](mailto:tom.gumpel@mail.huji.ac.il)*

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

*Teaching Staff:*

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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/or 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.

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\*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.

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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.

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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