

SANTA CLARA UNIVERSITY  
School of Education and Counseling Psychology

**Counseling Psychology 246 [3 quarter units] Section 12084**

*Applied Behavior Analysis in Correctional Psychology*  
Fall 2014

Instructor:

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**Guest speakers and lecturers: Angela Garrido, M.S., B.C.B.A. &  
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Course Description:

**This course focuses on providing students with foundational and advanced information in the principles of behavior analysis for managing the challenging behaviors of children, adolescents and adults, with a focus on correctional settings. The course is structured around several theoretical foundations: (1) behavior is purposeful and fulfills a function; (2) behavior and environment affect others reciprocally, (3) behavior can be predicted and managed based on principles of applied behavior analysis; and (4) programming generalization requires attention to environment and self-mediated factors.**

**This course is specifically designed to provide students with an introduction to the science of behavior analysis, and detailed and advanced information in a number of principles of behavior analysis. Practical examples and activities will support use of these principles and student success with the course objectives.**

Objectives:

- **The students will increase their knowledge of principles of applied behavior analysis.**
- **The students will increase their knowledge of methods of components of a functional assessment of challenging behavior and behavior plans.**
- **The students will increase their knowledge of counting, recording, calculating observer reliability, and graphing behavior data.**
- **The students will increase their knowledge of replacement behaviors and differential reinforcement to decrease inappropriate behaviors both inside and outside of correctional settings.**
- **The students will increase their knowledge of techniques for teaching self-management skills**

- The students will increase their knowledge of tactics for promoting generalization of behavior change.
- The students will increase their knowledge by working with professionals at various correctional and alternative settings in Applied Behavior Analysis in Correctional Psychology

Required Texts:

**Miller, L. Keith. [2006] *Principles of Everyday Behavior Analysis*. (4<sup>th</sup> Edition). Belmont, CA: Wadsworth ISBN 0-534-59994-X.**

**Maag, John W. [1996] *Parenting without Punishment: Making Problem Behavior Work for You*. Philadelphia, PA: The Charles Press ISBN 0-914783-78-5**

Recommended Text/Resource Texts:

**Maag, John W. [2004] *Behavior Management: From Theoretical Implications to Practical Applications*. (2<sup>nd</sup> Edition) Belmont, CA: Wadsworth/Thomson Learning ISBN 0-534-60885-X**

**Blumstein, Alfred and Wallman, Joel. [2000] *The Crime Drop in America*. New York, NY: Cambridge University Press ISBN 0-521-79296-X**

**Workbook: O'Neill, Horner, Albin, Sprague, Storey and Newton [1997]. *Functional Assessment and Program Development for Problem Behavior, Practical Handbook*. Brooks/Cole Publishing Company ISBN 978-0-534-26022-4.**

**Summers, Nancy. [2003] *Fundamentals for Practice with High-risk Populations*, Pacific Grove, CA. Wadsworth/Thomson Learning ISBN 0-534-55866-6**

**Walters, Glenn D. [1990] *The Criminal Lifestyle, Patterns of Serious Criminal Conduct* Newbury Park, CA Sage Publications, Inc. ISBN 0-8039-3840-3**

**Wooden, Wayne S. and Blazak, Randy [2001] *Renegade Kids, Suburban Outlaws* Belmont, CA Wadsworth/Thomson Learning ISBN 0-534-52754-X**

**Whelden, Randall G., Tracy, Sharon K., and Brown, William B. [2000] *Youth Gangs in American Society: Second Edition* Stamford, CT Wadsworth/Thomson Learning ISBN 0-534-52745-0**

**Alberto, Paul, Troutman, Anne [2009] *Applied Behavior Analysis for Teachers*, (8<sup>th</sup> ed.). Columbus, OH: Merrill. ISBN-10 0131592890**

Assigned Readings

**Supplemental readings will be provided in correspondence with class assignments as detailed below.**

### Course Activities and Requirements

Many of the activities you are asked to do have a parallel relationship with the work that is done by teachers in their classroom and other professionals who employ applied behavior analysis in their professions. It is important to note you will be working with teachers, parents, colleagues, all who are working with behavior analysis and share the same basic need to change the ways inappropriate and unacceptable behavior can be corrected to acceptable ways. This is most true for children and young adults who are involved in nonconventional behavior and wind up in the juvenile justice system. The same theories and most approaches that also apply to minors apply to adults

You will be required to do ten assignments that will be given to you on behavior analysis including write-ups from your observations with the experts in the field. Most of these are listed in the syllabus. Please feel free to discuss with the instructor alternative ideas for assignments and their completion to enhance your needs for meeting course expectations.

Your grade will be a combination of participation, ten assignments, completion of all readings, two school observation, San Quentin Write-up and a final examination. One hundred points are possible and are accumulated in the following ways:

10 points – Participation – You will be working in small groups almost weekly  
40 points – Assignments (10 assignments – varying points for each assignment)  
15 points – School Observation  
15 points – San Quentin Write-up  
20 points – Final Examination  
**100 points**

From these points, grades are then assigned as follows:

A = 92-99 points  
• = 91 points  
B+ = 90 points  
B = 82-89 points  
• = 81 points  
C+ = 80 points  
C = 72-79 points  
C- = 71 points

**The final grade is based solely on the professional judgment of the instructor in reviewing all of your work for the quarter.** If assignments have been missed or performance is poor, the grade will be adjusted accordingly. If you know you will be absent, please e-mail or phone the instructor in order that arrangements can be made to possibly do make-up work. Department policy states that you may not miss more than one class during the quarter or you will be asked to drop.

We will be taking three field trips to San Quentin Prison to observe their “Squires” program. We are very fortunate as the program is generally only offered to schools and not observers. This visit will serve as a catalyst for much of what will be discussed in the second half of our class. You are **only**

**required** to attend **one** of the three days

**1. Monday, September 22, 2014 - 5:30 pm – 8:30 pm Loyola 136**

**Introductions**

**Overview of the course**

**What is ABA and how to apply techniques to your profession**

**Beginning to think “behaviorally”**

**Introduction to Functions of Behavior**

Prior to our next class read:

Principles of Everyday Behavior Analysis, by L. Keith Miller

Lessons 1, 2, 8, 9, 22, 23

(Don't over-stress – this is only about 60 pages)

NOTE: Each lesson in this text includes a Reading Section, Programmed Reading, and Programmed Examples. In the assigned reading from this text, only the “Reading Section” is assigned. However, the other two sections are recommended for at least perusal to support the concepts and ensure generalization. Additionally, if at any time you are unsure of the concept, please utilize these tools to support your learning.

Complete the following, due on Class #2:

**Assignment #1:** A one-page personal reflection on thinking behaviorally – (1 pt.)

**Assignment #2:** Observe a problem behavior in your home or community, operationally define it, and diagram a 3-term contingency of the problem behavior. Be sure to use observable language. Use handout. (4 pts. hand written)

**2. Monday, September 29, 2014 - 5:30 pm – 8:30 pm Loyola 136**

**Principles of Reinforcement and Punishment**

**Extinction and Extinction Bursts**

**Using these to affect behavior change**

**Escalation Cycle**

Prior to our next class read:

Principles of Everyday Behavior Analysis, by L. Keith Miller

Lessons 3, 4, 13, 14

Scan Lessons 5 &6

Complete the following, due on Class #3:

**Assign #3:** Complete the positive and negative reinforcement and punishment grid with three examples in each box (total 12 examples). Use handout. (4 pts. hand written)

**Assign #4:** A two-page personal reflection on positive and negative reinforcement and punishment as it relates to one or more of your choice of the following:

- Your life
- Persons close to you (eg. friends or family)
- Clients (or students) you have worked with (please be careful to maintain confidentiality) – 2 pts.

NOTE: appropriate terminology and fully addressing all four areas (positive and negative reinforcement and punishment) is expected.

*Part of the class program is to observe children, and analyze and assess their*

*behavior. If you do not have your own connection, you may make arrangements to observe Pine Hill School. Details will be provided in class.*

### **3. Monday, October 6, 2014 – 5:30 pm – 8:30 pm Loyola 136**

Introduction to Behavior Assessment

Data Collection Procedures

Review Escalation Cycle w Data Collection

Review FAI (Functional Assessment Interview)

Prior to our next class read:

Principles of Everyday Behavior Analysis, by L. Keith Miller

Lessons 10, 12, 15, 20, 24

Complete the following, due on Class #4: - 5 points

**Assign #5:** Conduct observation. Go to a public place of your choice such as: a coffee house, a shopping center, an athletic event, a public meeting, library, carnival or fair etc., where you can observe without a lot of interruption from others, and where taking notes will not cause alarm. **Please, do NOT audiotape or video record the exercise as it is not ethical to do so.** You should be in the field for approximately 10-15 minutes. Decide on an observable behavior to observe. Provide an operational definition and determine your data measurement system. Collect 10-15 minutes of data and graph! Label your data with time, date, number, and a brief description. Answer the following questions using objective terms about the behavior you observed:

- What were the environmental cues that established the likelihood the behavior would occur?
- What were the direct antecedents to the behavior?
- What reinforcers and/or punishers were observed?
- What did you determine to be the probable function and why?
- Did the function change depending upon the environment, antecedents or the person being observed? Template will be provided.

**Assign #6: DUE on Class #9:** Visit a school and observe students noting their behavior using A-B-C observational skills you have learned to date in this class. Turn in your ABC charts and accompanying notes. Template will be provided. – 15 pts.

4/5 Saturday, October 10, 2014 – Field Trip to San Quentin 7:30 am – 3:00 pm

4/5 Saturday, October 17, 2014 – Field Trip to San Quentin 7:30 am – 3:00 pm

4/5 Saturday, November 8, 2014 – Field Trip to San Quentin 7:30 am – 3:00 pm

This trip is to observe the “Squires” program and how they work with troubled youth. We will meet with life-term prisoners as well as take a tour of the prison facilities. During our trip, we will observe how the prisoners attempt to change the socially inappropriate behavior patterns of the youth. Lunch is provided for \$1.00 per person. Information regarding dress code and do’s and don’ts will be handed out prior to attending.

### **6. Monday, October 13, 2014 – 5:30 pm – 8:30 pm Loyola 136**

**Introduction to the Competing Pathways**

**Consider intervention approaches. Which approaches and techniques are best suited for the case?**

**Focus on prevention and reinforcement**

**Assignment details for San Quentin Assignment #9 given in class**

Prior to next class read:

Principles of Everyday Behavior Analysis, by L. Keith Miller  
Lessons 7, 11, 16, 18, 19

HANDOUT – taken from O’Neill, Horner, Albin, Sprague, Storey and Newton [1997].  
*Functional Assessment and Program Development for Problem Behavior, Practical Handbook*. Brooks/Cole Publishing Company ISBN 978-0-534-26022-4.

Complete the following, due on Class #8, October 27, 2014

Assign #7: **Complete four Competing Pathways (form and additional information provided in class) – 12 pts.**

7. Monday, October 20, 2014 – 5:30 PM – 8:30 PM Loyola 136

Data Analysis

How to develop a plan using a wide array of strategies including antecedent and consequence contingencies and replacement behaviors (data-based and effective!)

Shaping, Fading, Pairing, De-sensitization

Examples and case studies

Prior to next class meeting read:

Maag (Parenting) chs. 1, 2, & 3

Complete the following, due on Class #8:

Assign #8: **Develop a behavior contract for a client/ student, either real or fictional using HANDOUT form 9.4 from Maag, John W. [2004] *Behavior Management: From Theoretical Implications to Practical Applications*. (2<sup>nd</sup> Edition) Belmont, CA: Wadsworth/Thomson Learning ISBN 0-534-60885-X – 4 pts.**

**Assign #9:** Review and reflection on San Quentin visit. Details of assignment to be given in class on Class #3 – 15 pts.

8. Monday, October 27, 2014 – 5:30 pm – 8:30 pm Loyola 136

Review and practice competing pathways with strategies

Lecture/ discussion of sample interventions from case samples

Work in small groups

Prior to next class meeting read:

Principles of Everyday Behavior Analysis, by L. Keith Miller

Lesson 17

Maag - (Parenting) chs. 4,5

**November 3, 2014 – NO CLASS DUE TO FIELD TRIP TO SAN QUENTIN**

**November 10, 2014 – NO CLASS DUE TO FIELD TRIP TO SAN QUENTIN**

**9. November 17, 2014 – 5:30 PM – 8:30 PM Loyola 136**

Review and discussion of San Quentin Prison visit

**Continue/ conclude interventions and strategies including sample interventions from case samples**

**Token Economies**

**Generalization**

**Behavior plans are a “work in progress”**

**Prior to next class meeting read:**

**Finish Maag (Parenting) final three chapters**

**Recommend Preparing for Final Exam**

Assign #10: **Due on Class #10: Complete escalation cycle for crisis escalation, including strategies to prevent, de-escalate, respond to crisis, maintain de-escalation, during post-crisis depression and after the crisis. – 8 pts**

November 24, 2014 – No Class – Thanksgiving Break

10. Monday, December 1, 2014 – 5:30 PM – 8:30 PM Loyola 136

Overview of what was accomplished.

Discussion of how you would use “Parenting Without Punishment”

Review for final examination. (Recommend reading Miller, Lesson 21)

11. Monday, December 8, 2014 5:30 pm – 8:30 pm Loyola 136

Conclusion of course

Final Exam

APA ETHICS STANDARD ON STUDENT SELF-DISCLOSURE.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

ACADEMIC HONESTY

Santa Clara University insists on honesty and integrity from all members of its community.

The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

**In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.**  
<http://www.scu.edu/studentlife/resources/academicintegrity/>

**DISABILITY ACCOMMODATION POLICY:**

**To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.**