

PSY 3960: Behavioral Training and Teaching Strategies
Spring 2011 Course Syllabus
Instructor: Douglas A. Johnson, Ph.D.
CRN: 15765, Room: Wood Hall 1728
Class Times: Tuesdays and Thursdays, 3:30pm-4:45pm

COURSE INFORMATION

Instructor e-mail: djohnson@operant-tech.com (best way of reaching me)

Instructor phone: (269) 350-3684

Instructor office hours: Tues/Thurs, 12:30 pm - 1:30pm (Wood Hall 3714), appointments are recommended

Course assistant: Jack Christensen

Behavioral Training and Teaching Strategies Tutoring (Wood Hall 2124):

- Tuesdays and Thursdays, 5pm - 6pm

Course website: <http://operant-tech.com/trainingteaching/>

Username: see paper version of syllabus or e-mail instructor

Password: see paper version of syllabus or e-mail instructor

PSY 3960 E-learning Website: To access the PSY 3960 website on e-learning, log in at gowmu.wmich.edu with your Bronco NetID and password, click on the "e-Learning" icon, then click on "Behav Train and Teach Strategies". This will be used for posting your grades. If you do not yet have a Bronco NetID or you have forgotten your password, please see <http://www.wmich.edu/oit/students/bronconetid.html>

Course Materials: There are two required texts for this course, both of which can be found at the bookstore in the Bernhard Center. One of the required texts is "War Against the Schools' Academic Child Abuse" by Siegfried Engelmann. The other required text is a course pack. Copyright permissions have been obtained for all of the material. In addition, there will be study objectives and one supplemental article, which will be handed out in class and posted on the course website. I strongly recommend you familiarize yourself with each unit's study objectives prior to lecture. There is also a computer-based instructional module available on the course website as well as two assigned summaries.

Course Purpose: The purpose of this course is to familiarize students with various behavior-based training/teaching methods. What differentiates these methods from other teaching and training approaches is an explicit recognition that teaching and training means changing behavior. Thus, the focus is on measuring behavior, tying these observations to what the trainer/teacher does, and using improvements in performance as the only evidence for judging if learning took place. Stated differently, if there's no change in behavior, then no training or teaching took place.

Behavioral training and teaching strategies examine the best ways of presenting prompts, instructions, and examples (antecedents). They also involve how to analyze and judge observed behavior. In addition, they specify how the teacher/trainer should react to behavioral observations (consequences). The underlying key concept is how the relationship between these three variables (antecedents, behavior, consequences) impact learning over time.

This course has relevance for anyone who plans on serving in an instructional capacity. This includes those planning on working with children in an educational setting (teachers and school psychologists), working with adults in an educational setting (professors and instructors), and/or working with adults in a business setting (OBM practitioners and performance consultants). Although many of these performance technologies have typically been applied in either just school or work settings, the lessons learned from them can be applied across settings. Thus I encourage you not to view any of these as a school-based application or business-based application, but see the general instructional value.

Some of the topics covered in the course include: basic behavioral principles, Project Follow-Through, college teaching, SAFMEDS, Direct Instruction, Precision Teaching, Programmed Instruction, teaching machines, instructional design, computer-based instruction, Personalized System of Instruction (Keller Plan), and Performance-Based Instruction. Also covered will be the philosophical, political, and cultural opposition that has sometimes kept behavioral training and teaching solutions from being implemented. The course content is heavily influenced by the writings of Wesley Becker, Dale Brethower, Siegfried Engelmann, Fred Keller, Ogden Lindsley, Susan Meyer Markle, Jack Michael, J. Gilmour Sherman, B.F. Skinner, Karolyn Smalley, and Philip Tiemann.

General Course Format: There will be a total of 8 units, with 35 points to be earned per unit. Points will be earned in the following ways:

Unit 1

28-point essay examination on January 20th
7-point timed SAFMEDS practice on January 20th

Unit 2

35-point essay examination on February 1st

Unit 3

2 points for construction of SAFMEDS cards prior to lecture and two in-class timings on February 3rd
5 points for construction of SAFMEDS cards, two in-class timings, and in-class charting on February 8th
28-point essay examination on February 10th

Unit 4

5-points for completion of CBI before February 21st
30-point essay examination on February 22nd

Unit 5

35-point essay examination on March 15th

Unit 6

35-point essay examination on March 24th

Unit 7

12-point essay examination on March 31st
12-point essay examination on April 5th
12-point essay examination on April 7th

Unit 8

35-point essay examination on April 21st

Details on unusual elements of units 1, 3, 4, and 7

Given that this is a course on instruction, I have the unique opportunity to try and match my instruction to the approach I am teaching about.

During unit 1, you will have from 3:30 – 4:15 on January 20th to complete the essay exam. Immediately after you turn in your exam, you will need to come to my office (Wood Hall 3714) for your timed SAFMEDS practice. I will have 22 SAFMEDS cards in random order. You can download a copy of the SAFMEDS material from the course website (you'll have to create your own cards). You will have 30 seconds to correctly answer as many of the cards as possible. I strongly recommend your practice and time yourself with these cards in advance. You should be able to get all 22 correct in a 30 second period.

The SAFMEDS grading criteria will be as follows:

14 or more correct: 7 points
11-13 correct: 5 points
9-10 correct: 3 points
7-8 correct: 1 point
0-6 correct: 0 points

During unit 3, you will need to have SAFMEDS cards made for all the study objectives before the first lecture (February 3rd). Of course, you will not have all the answers to the objectives, so the backs of some of your SAFMEDS will be blank. That's okay. However, you should have answers written out to at least 8 of your cards. We will have two 30-second timed practices with you'll get into pairs (at the beginning and at the end of lecture). You will need to record how many correct and incorrect you got during the 30 second period. This will be worth 2 points.

On February 8th, we will have two more timed practices in pairs (at the beginning and end again). At the end of class, you will chart all four of your timed sessions on a Standard Celeration Chart. This will be worth 5 points for unit 3. Points will be awarded based upon accurate completion of the Chart, not how many correct you got during the timed practices.

During unit 4, we will not have in-class lecture on February 17th. Instead, you will need to complete an online computer-based tutorial written by myself. The tutorial will present information, pose questions, and solicit answers from you. The answers you enter will be recorded and sent to me for evaluation. You must attempt to answer all questions. Points will only be awarded for successful completion. I will deduct points for attempts to blindly rush through the program (if answers start looking like gibberish). 5 points will be given for completing the program before February 21st. To complete the program, you will need to supply the website username, website password, your 3-digit student code, and your which email (more on this under Course Grades section).

During unit 7, you will have three 12-point quizzes (yes, this does mean there is 1 bonus point possible). You will also have three opportunities to retry the quizzes. Each quiz will have 8 questions on it (warning: each question might have multiple parts). You will have 25 minutes for each quiz. Quizzes will be scored as follows:

<u>First try</u>	<u>Second try</u>	<u>Third try</u>
7-8 correct: 12 points	7-8 correct: 11 points	7-8 correct: 9 points
5-6 correct: 10 points	5-6 correct: 9 points	5-6 correct: 7 points
3-4 correct: 8 points	3-4 correct: 7 points	3-4 correct: 5 points
1-2 correct: 6 points	1-2 correct: 5 points	1-2 correct: 3 points

Here is the schedule for unit 7:

March 25th: 3:30 – 4:45 lecture

March 27th: 3:30 – 3:55 quiz 1
4:05 – 4:45 lecture

April 1st: 3:30 – 3:55 retry opportunity
3:55 – 4:20 lecture
4:20 – 4:45 quiz 2

April 3rd: 3:30 – 3:55 retry opportunity
3:55 – 4:20 lecture
4:20 – 4:45 quiz 3

April 8th: 3:30 – 4:45 retry opportunities (maximum two attempts)

*****Note: The instructor reserves the right to make changes to this schedule and/or planned exam content as deemed necessary. See next page for calendar of events.**

BTTS SPRING 2011 COURSE CALENDAR

Tuesdays		Thursdays	
Jan 11th	Syllabus and introduction	Jan 13th	Unit 1 Lecture: Behaviorism
Jan 18th	Unit 1 Lecture: Project Follow Through	Jan 20th	Exam 1
Jan 25th	Unit 2 Lecture: Direct Instruction	Jan 27th	Unit 2 Lecture: Direct Instruction
Feb 1st	Exam 2	Feb 3rd	Unit 3 Lecture: Precision Teaching
Feb 8th	Unit 3 Lecture: Precision Teaching	Feb 10th	Exam 3
Feb 15th	Unit 4 Lecture: Programmed Instruction	Feb 17th	Unit 4 <u>online</u> lecture: Computer-based instruction
Feb 22nd	Exam 4	Feb 24th	Makeup Exam 1
Mar 1st	NO CLASS - SPRING BREAK	Mar 3rd	NO CLASS - SPRING BREAK
Mar 8th	Unit 5 Lecture: Instructional Design	Mar 10th	Unit 5 Lecture: Instructional Design
Mar 15th	Exam 5	Mar 17th	Unit 6 Lecture: Generative Instruction
March 21st (Monday): Last day to withdraw from Spring courses			
Mar 22nd	Unit 6 Lecture: Generative Instruction	Mar 24th	Exam 6
Mar 29th	Unit 7 Lecture: Personalized System of Instruction	Mar 31st	PSI quiz 1 , lecture
Apr 5th	PSI retry 1, lecture, quiz 2	Apr 7th	PSI retry 2, lecture, quiz 3
Apr 12th	PSI final retries	Apr 14th	Unit 8 Lecture: Performance-Based Instruction
Apr 19th	Unit 8 Lecture: Performance-Based Instruction	Apr 21st	Exam 8
Make-up Exam 2: Monday, April 25th, 2:45pm-4:45pm in our normal classroom			

Course Grades: Your course grade will be based on the number of points that you earn on each unit. There will be a total of 8 unit exams/assignments and each will be worth 35 points. The total number of possible points is thus 280. The course grading scale is as follows:

<u>Final Grade</u>	<u>Total Points</u>	<u>Percentage</u>
A	258 or more	92%
BA	244-257	87%
B	230-243	82%
CB	216-229	77%
C	202-215	72%
DC	188-201	67%
D	174-187	62%
E	173 or less	

Unit Exams: Exams will primarily consist of short-answer questions (i.e., fill-in-the-blank, essay, listing information) with only a few multiple-choice items. They will be based on study objectives that are included in the course pack and any additional material that I provide in lecture. If you miss lecture you are still responsible for the lecture material and therefore you should get the notes from someone else. You should also review the lecture notes posted on the web page. I cannot give students "individual lectures" or go over the study objectives on an individual basis, nor will my course assistant.

Unit Study Objectives: There are study objectives for each unit and you need these to do well on the exams. The material to be included in the unit's assignment is listed at the top of the study objectives. Only the text material specified in the objectives will be covered on the exam, although the exams will also cover any additional material provided in lecture. You will need to restudy some of the objectives for the make-up exams and later units. For the make-up exams, I will select several study objectives from previous units and ask you to restudy them. I will give you a list of these review objectives prior to both make-up exams. Study objectives can be downloaded from the course website.

Make-up Exams: If you miss an exam for ANY reason (e.g., family emergency, illness, bad weather, broken-down car, forgot it was an exam day, alarm didn't go off, etc), the missing exam score will turn into a zero if you do not take the make-up exam or if you miss more exams than allowed by the make-up exam policy. Two make-up exams will be given during the semester that will permit you to make up for two such absences. In other words, you may miss one exam each half of the semester without having it hurt your grade as long as you then take the scheduled make-up exams. The first make-up exam will be given on **February 24th**, and will review material from Units 1-4. The score you earn on this exam may be used to replace your lowest score for one of the first four units. The second make-up exam will be given on **April 25th at 2:45pm** during the University's final exam week. It will review material from Units 5-8. The score you earn on this second make-up exam may be used to replace your lowest score for units 5-8. Study objectives for the make-up exams will be posted on the course website. The make-up exams will be cumulative reviews of units 1-4 and units 5-8.

If your make-up exam scores are lower than the scores of your unit exams, the make-up exam scores will be discarded. In other words, the make-up exams cannot hurt your grade. If you do not miss any exams, the make-up exams are optional. If you are satisfied with the scores you have obtained on the units, then you do not have to take them - you get the day off. Therefore, taking the make-up exam cannot lower your grade, and it may or may not raise it. The make-up exams will not be used as a sources of extra credit.

No make-up exams will be given in addition to the two that are scheduled.

Two friendly warnings about make-up exams: Sometimes a student will miss an exam due to a non-emergency. Later that same half of the semester, a real problem that was not and could not be anticipated such as illness, injury, a job interview, car trouble, a death in the family, etc., forces the student to miss a second exam. The student then asks to be given a special make-up exam for the second exam since that absence was due to a "legitimate" problem. I will not do that. In that situation the student receives a zero for one of the missed exams. Plan to take ALL of the regular exams so that you will not end up with a zero in case a real problem makes you miss an exam later. Students who receive a poor grade on one exam and then miss another exam often ask me if I will give them a special make-up exam for the exam that they missed so that they can use the scheduled make-up exam to replace their low score. Again, I will not do that. In that situation the student must keep the low exam score.

Approximate Amount of Study Time and Type of Study Time Required: This course is designed to require two to three hours of outside work for every hour in class in order to receive a C or a B. Therefore, depending upon your background in psychology and your study skills, you will have to spend about **6 - 8 hours** studying outside of class **each and every unit** in order to get a C or a B. More study may be required in order to receive an A. **Please take the study time seriously.** When students have had trouble in the class, and have come to see me for help, the problem (almost always) is either (1) they simply do not have enough time to study due to the number of credit hours they are taking, the number of hours they are working, family obligations, or some combination of the three or (2) they are trying to squeeze their studying in around other activities; that is, when they have a few minutes between classes or while they are at work and are not busy. Attempts to study this way often result in distractions that disrupt concentration and focus. This type of study time is usually not productive, yet students “feel” like they have studied a lot.

When scheduling time for this course, you should schedule 1 -2 hours to read the material and study objectives **before** the first lecture of the unit; 2 - 3 hours to complete the study objectives and develop study cards based on the study objectives before **the second lecture** in the unit (and it really is better to have the study cards done before the first lecture); and 2 -3 hours to study the day before the exam.

Attendance at Lectures: I will not take attendance and attendance at lectures is not required. That said, I still strongly recommend you attend all lectures. However, if you miss a lecture for whatever reason you are responsible for the lecture material and any announcements regarding changes in the exam schedule, policies, etc. If you must miss a lecture you should download the lecture notes material and also ask another member of the class to take notes for you because the online lecture notes will not contain everything that occurred during class. As indicated earlier, I will not give individual lectures to students or go over the study objectives on an individual basis, and neither will my course assistant. All cell phones and beepers are to be turned off for all lecture and examination periods. Violators will be asked to leave the class.

Academic Dishonesty: Cheating will not be tolerated. Cheating on an exam includes unauthorized use of course-related materials (e.g., notes, books), receiving or giving exam-related information during the exam, looking at another student’s exam, changing answers while in line to turn in the exam, and/or talking to other students during the exam. If you are found to be responsible for any such act, you will receive a **failing grade in the course.** According to WMU policy:

You are responsible for making yourself aware of and understanding the academic policies and procedures in the Undergraduate or Graduate Catalogs (found online, <http://catalog.wmich.edu>) that pertain to Student rights and responsibilities. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have reason to believe that you have been involved in academic dishonesty, I will inform the Office of Student Conduct (OSC) with respect to the charge (website: <http://www.wmich.edu/conduct/>). You will be given the opportunity to review the charge by the OSC. If you believe that you are not responsible, you will have the opportunity for a hearing with the Academic Integrity Hearing Panel (AIHP). **I will strongly recommend to the committee that any student who is found responsible for an act of academic dishonesty in this class be given a failing grade in the course.**

Students with Disabilities: If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I have time to ensure that your needs are met in a timely manner. In order for me to provide accommodations, students must contact the University's Disability Services for Students center at the beginning of the semester to inform them of the disability and obtain a letter from them indicating the type of accommodation that is appropriate. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact 269-387-2116 at the beginning of the semester. A disability determination must be made by this office before any accommodations are provided by the instructor. For additional information, please see their web site at: <http://www.wmich.edu/disabilityservices>

WMU's Religious Holidays and Religious Observance Policy: Western Michigan University respects the religious beliefs of its students and will make necessary and reasonable provisions to accommodate the exercise of religious beliefs. It is the policy of Western Michigan University that students be excused from class for the purpose of observing major religious holidays without penalty *provided the student has made such a request in writing at least one week in advance to the class instructor*. Missed class time because of major religious observances does not excuse the student from class work or examinations. The student must provide faculty with a one week formal, written request identifying how completion of the course work will be accomplished. Faculty will provide students making such written requests with a reasonable amount of time to make up the work missed in each class.

Incompletes: An **Incomplete (I)** grade will be given only in the case of documented circumstances beyond your control that prevent class attendance and is up to the discretion of the instructor. Poor performance **is not sufficient justification** for award of this grade. The grade of **Incomplete** may not be given as a substitute for a failing grade. Note: missing a single examination would not be grounds for an incomplete, given that make-up exams are available (see previous sections of syllabus for details). Further, missing a make-up exam would not be grounds for an incomplete given the optional nature of make-up exams.

Withdrawing from the course: The last day to withdraw from the class without academic penalty is **Monday, March 21st by 5pm**. *Fair warning:* If your exam grades are poor during the first half of the semester, they are pretty much guaranteed to also be poor during the second half of the semester. If you are not passing the course prior to this deadline, it is strongly recommended you consider dropping the course to avoid a poor grade before it is too late (see note on late withdrawals below). Please do not wait to begin seeking help for this course if you are experiencing trouble. Please refer to the tutoring hours at the beginning of the syllabus.

Late withdrawals: I will sign permission for late drop slips only in cases where the student was passing the class as of the deadline for withdrawing from the course and there was a documented hardship that prevented the student from meeting the withdrawal deadline. A desire to avoid an unwanted grade **is not sufficient justification** for a late withdrawal and as such, I will not sign any slips under those conditions. Any attempts to withdraw after final grades have posted must be handled completely through the Registrar's Office and is not determined by your instructor.

Emergency Class Cancellation: In the event that the University closes due to weather conditions, or some other emergency, the following conditions will be in effect: If class is canceled on an exam day, the exam will be given **on the next day that the class meets**. If class is canceled on a lecture day, and the next scheduled class day is an exam period, the exam will be given as originally scheduled. Therefore, you are responsible for the material to be covered during the lecture day that was canceled, and information from the reading assigned for that day will appear on the exam.

You are responsible for all of the information presented in this syllabus. Therefore, you should keep this document where you can refer to it for the entire semester.