

**School of Education / Special Education Teaching**

**2022 - 2023 Academic Year**

**APPLIED BEHAVIORAL ANALYSIS**

**Syllabus**

<b>Course Description</b>					
<b>Name</b>	<b>Code</b>	<b>Semester</b>	<b>T+A Hour</b>	<b>Credit</b>	<b>ECTS</b>
APPLIED BEHAVIORAL ANALYSIS	ÖE2152050	Fall Semester	3+0	3	4
<b>Prerequisites Courses</b>					
<b>Recommended Elective Courses</b>					
<b>Language of Instruction</b>	Turkish				
<b>Course Level</b>	First Cycle (Bachelor's Degree)				
<b>Course Type</b>	Required				
<b>Course Coordinator</b>	Assist.Prof. Özge ÖZLÜ ÜNLÜ				
<b>Name of Lecturer(s)</b>	Prof.Dr. Dilek ERBAŞ				
<b>Assistant(s)</b>					
<b>Aim</b>	In this course, the following topics will be covered: the definition and basic foundations of ABA, target behavior determination, behavioral data collection techniques, gaining new behaviors and increasing the frequency of existing behavior, reducing or eliminating problem.				
<b>Course Content</b>	This course contains; Fundamentals of Applied Behavior Analysis,Target Behavior Identifying and Defining,Target Behavior Evaluation, Indirect-Direct Evaluation,Single subject research,Increasing Appropriate Behavior-Growing New Behavior Reinforcing,Pre-Behavioral Stimuli,Chaining-Shaping,Symbol Reinforcement,Behavior Reduction/Elimination,Differential Reinforcement,Appetitive stimulus,Aversive stimulus,Ensuring Persistence and Generalization in Behavior Change,Practices.				
<b>Course Learning Outcomes</b>			<b>Teaching Methods</b>	<b>Assessment Methods</b>	
At the end of this course, the student will be able to demonstrate the following knowledge and skills related to applied behavior analysis: Defines the basic elements of Applied Behavior Analysis;			2	A	
Explains all steps of Applied Behavior Analysis;			2	A	
Applies Applied Behavior Analysis.			2, 4	A	
<b>Teaching Methods</b>	2: Question - Answer, 4: Exercise, Practice				
<b>Assessment Methods</b>	A: Written Exam				
<b>Lecture Schedule</b>					
<b>Sequence</b>	<b>Topics</b>	<b>Preliminary Preparation</b>			
1	Fundamentals of Applied Behavior Analysis	Tekin-İftar, E. (ed) (2016). Part 1 (ss.3-40)			
2	Target Behavior Identifying and Defining	Tekin-İftar, E. (ed) (2016). Part 2- (ss.43-98)			
3	Target Behavior Evaluation, Indirect-Direct Evaluation	Tekin-İftar, E. (ed) (2016). Part 3- (ss.99-144)			
4	Single subject research	Tekin-İftar, E. (ed) (2016). Part 4- (ss.147-210)			
5	Increasing Appropriate Behavior-Growing New Behavior Reinforcing	Tekin-İftar, E. (ed) (2016). Part 5- (ss.213-266)			
6	Pre-Behavioral Stimuli	Tekin-İftar, E. (ed) (2016). Part 6 (ss.267-328)			
7	Chaining-Shaping	Tekin-İftar, E. (ed) (2016). Part 7-8 (ss.329-388)			
8	Symbol Reinforcement	Tekin-İftar, E. (ed) (2016). Part 10 (ss.415-440)			
9	Behavior Reduction/Elimination	Tekin-İftar, E. (ED). (2014). Bölüm 5. Reducing problem behaviors of children with ASD. (ss.181-236) Vize Yayıncılık			
10	Differential Reinforcement	Tekin-İftar, E. (ed) (2016). Bölüm 11- (ss.443-486)			
11	Appetitive stimulus	Tekin-İftar, E. (ed) (2016). Part 12-13 (ss.487-560)			
12	Aversive stimulus	Tekin-İftar, E. (ed) (2016). Part 14 (ss.565-604)			
13	Ensuring Persistence and Generalization in Behavior Change	Tekin-İftar, E. (ed) (2016). Part 15-16 (ss.605-668)			
14	Practices	Study notes			
<b>Evaluation Methods</b>		<b>Weight(%)</b>			
Midterm Exam		40			
General Exam		60			
<b>Resources</b>					