



California State University, Long Beach  
College of Health and Human Services  
Department of Kinesiology



Spring 2019  
KIN 526 Applied Behavior Analysis in Physical Education  
Monday 6:00-8:45pm (3 Units)  
KIN Room 51B

In life, there are neither rewards nor punishment; there are only consequences (Robert Ingersoll, 1897).

- A. **Melissa Bittner, Ph.D.**
- B. **Office Number** HHS2, Room 213
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**Office Email:** [Melissa.Bittner@csulb.edu](mailto:Melissa.Bittner@csulb.edu)
- D. **Office Hours:** Monday 11:45am-12:45pm; by appointment and email
- E. **Spring 2019**
- F. **Monday 1-2:50pm; Wednesday 1-2:50pm LAB (3 Units)**
- G. **Class Location** KIN Room 62 & KIN Room 1 (LAB)

**H. Expected Outcomes:**

**Catalog Information Course description**

A graduate-level course providing the principles of applied behavior analysis with direct application to physical education. The course provides university students with methods to manage, motivate, and teach responsible behaviors in a variety of physical activity settings to people with and without disabilities. Particular emphasis is on single-subject applied research design. Students can take this course toward a California Adapted Physical Education Added Authorization (APEAA) credential. Undergraduate students seeking an APEAA credential can take this course with professor permission.

At the conclusion of the course, students will be able to do the following:

1. Explain the importance of behavior management and its role in the application of physical education programs with various populations.
2. Explain and apply various basic applied behavior analysis principles and methods to actual instruction such as positive behavior support (PBS).
3. Change specific behaviors by designing a systematic behavior plan that includes (a) selecting the behaviors; (b) observing, charting, and analyzing the behaviors; (c) planning the intervention; (d) evaluating program effectiveness; and (e) making necessary changes.
4. Record, document, and evaluate behavior change by using various types of observation and recording systems and graphs: event, duration, interval, and time sampling recordings; reversal and changing criterion-graphing designs.



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5. Identify and implement appropriate proactive or preventive behavior management methods (i.e., orientation, rules, routines, and procedures) to maintain and promote appropriate behavior and, when necessary, redirect or decrease inappropriate behavior.
6. Identify and implement effective behavior management models (i.e., behavioral, humanistic, and sensory-neurological or medical) and methods to maintain or increase (i.e., reinforcement, Premack principle) appropriate behaviors and methods to redirect or reduce (i.e., time-out, response cost) inappropriate behaviors.
7. Identify and implement models (i.e., humanistic) and methods (i.e., Hellison’s teaching personal social responsibility [TSRP], character education) for teaching self-responsibility.
8. Identify and implement methods and models for maintaining and generalizing learned behaviors in the schools and other settings such as youth sport, recreation, community, and home.
9. Identify and implement traditional and nontraditional applied behavior management methods and models (i.e., behavioral, humanistic, and sensory-neurological approach) to change the behaviors of those with a variety of unique needs and special populations (e.g., obesity, autism spectrum disorder, serious emotional disturbance, and severe disabilities).
10. Identify and implement effective program strategies to offset bullying behaviors.
11. Describe a variety of professional ethical issues (e.g., administration of aversive stimuli, corporal punishment, physical restraint) associated with behavior management and follow proper professional guidelines and procedures to ensure the rights of all individuals.
12. Practice understanding, respect, and appreciation of human differences such as cultural diversity, gender differences, and people with disabilities in the development and maintenance of a behavior management plan.
13. Complete a variety of behavior management assignments that can be included in a student portfolio.
14. Access and use various resources such as professional literature, journals, technology (i.e., websites and applications) in order to enhance behavior management instruction.

**I. Required Readings**

- Lavay, B., French, R., & Henderson. H. (2016). *Positive behavior management in physical activity settings*. (3rd ed.). Champaign IL: Human Kinetics.
- BeachBoard will also provide course information.

**J. Types of Assignments**

**Tentative Course Evaluation**

Description	Course Objectives	Points Per Part	Total Possible Points	% of Grade
1. Participation/attendance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	10	10	8%
2. Lecture Review	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	10	10	8%
3. Assignment A (Proactive)	4	15	15	13%
4. Assignment B	7, 8, 10, 11, 12	15	15	13%



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(Graphing)				
6. Assignment C (Self-responsibility)	1, 2, 3, 5, 6, 7, 8, 9	15	15	13%
7. Assignment D (Website/App)	13	15	15	13%
8. Final Project	6, 7	40	40	33%
			120	100%

**Meeting and Submitting Assignments**

**Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric.** All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time.

**ASSIGNMENTS**

**Lecture Review (10 pts) Due beginning Feb 11 depending on which day assigned**

The purpose of the lesson review is to use *gamification* to highlight important topics from the last lecture as a student review. The daily reading should also be included. Lecture reviews may NOT exceed 15 min.

**Assignment A. (15 Points) Proactive DUE Feb 18**

This assignment will help you organize your physical education class orientation program. The night we discuss the orientation assignment, you will highlight some of the key points to your orientation assignment (sharing in class of proactive management methods used in the design of various physical education orientation programs).

**Assignment B. (15 Points) Graphing DUE March 4**

(a) Identify a student or class behavior (see chapter 7) and (b) chart a student or class behavior using an ABA reversal design based on data of the behavior you have developed. For help with this part of the assignment, see chapter 7. (c) Create a plan with an intervention to change (i.e., increase or decrease) the student or class behavior.

**Assignment C. (15 Points) Self-responsibility DUE April 8**

The purpose of this assignment is to create a plan to implement a personal and social responsibility (PSR) level system in your program (Hellison, 2010). For help with this assignment, read textbook chapter 5, and articles on developing trifold posters based on Hellison's teaching PSR level system. The overall assignment is to create a leveling system visual for a class or student you teach.

**Assignment D. Website or App Presentation DUE beginning April 8 depending on which day assigned**



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Review a behavior management website or a tablet application (app) **specific** to behavior management. Make your review specific to behavior management physical activity. Many websites are listed in the website section of the student web resource as part of your textbook. You can also locate tablet apps on the iTunes store or other app sites related to the operating system of your tablet or smartphone.

**Final Project Behavior Change (ABA) Program (50 points) DUE May 6 (Presentations May 6 or May 13 depending on which day assigned)**

Select a behavior you wish to change, maintain, increase, or redirect with a class or a specific student. Grading based on content and clarity, including grammar and spelling. The program project must meet with instructor approval. You will be assigned a time to present your final project to the class (see course calendar during the last two weeks of class). **All students are required to attend during both weeks of the presentations. The use of visual aids for this presentation is required**, including PowerPoint slides with pictures of individuals involved and other visuals such as a reinforcement chart or contract (see Beach Board and your course packet for presentation examples) and a graph of your results. One major benefit of the ABA class project presentation is that all class members will have an opportunity to share their behavior management project ideas.

**K. Sequence of Assignments**

**Tentative Course Calendar**

**Any changes will be announced in class and posted on BeachBoard. Check syllabus posted on BeachBoard for most current Course Calendar and due dates.**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>
1	Jan 21	OFF Martin Luther King Jr Day	
2	Jan 28	Syllabus Introduction to ABA <b>Assigned: Final Project</b>	
3	Feb 4	Lecture Review: Bittner Proactive Behavior Management <b>Assigned: Assignment A (Proactive)</b> <b>Assigned: Lecture Review</b>	What if everything we knew about discipline was wrong?  <a href="https://www.motherjones.com/politics/2015/07/schools-behavior-discipline-collaborative-proactive-solutions-ross-greene/">https://www.motherjones.com/politics/2015/07/schools-behavior-discipline-collaborative-proactive-solutions-ross-greene/</a>  Lavay, French, & Henderson (2016) Chapter 2 Preventing Inappropriate Behaviors and Promoting Positive Behaviors
4	Feb 11	Self-management & Generalization <b>DUE: one-page proposal outline</b>	McNamara (2016) Podcast 12: Behavior Management



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			Part 1 <a href="https://soundcloud.com/scott-mcnamara-12/podcast-12-behavior-management-part-1">https://soundcloud.com/scott-mcnamara-12/podcast-12-behavior-management-part-1</a>
5	Feb 18	Types of Graphs & ABA Designs <b>DUE: Assignment A (Proactive)</b>	McNamara (2016) Podcast 12: Behavior Management Part 2 <a href="https://soundcloud.com/scott-mcnamara-12">https://soundcloud.com/scott-mcnamara-12</a>
6	Feb 25	Evaluate, Graph Behaviors, & Design ABA Line Graphs Computer LAB 114 (6:50pm) <b>Assigned: Assignment B (Graphing)</b>	Lavay, French, & Henderson (2016) Chapter 7 Evaluating the Behavioral Intervention
7	March 4	Increasing Behaviors	Lavay, French, & Henderson (2016) Chapter 3 Maintaining and Increasing Behaviors
8	March 11	Decreasing Behaviors <b>DUE: Assignment B (Graphing)</b>	Lavay, French, & Henderson (2016) Chapter 4 Redirecting and Decreasing Inappropriate Behaviors
9	March 18	Humanistic Approach <b>Assigned: Assignment C (Self responsibility)</b>	Hellison, D. (2011) Chapter 6 Strategies for Specific Problems and Situations  Hellison, D. (2011) Chapter 4 Daily Program Format
10	March 25	Biophysical Approach <b>Assigned: Assignment D (Website)</b>	Lavay, French, & Henderson (2016) Chapter 6 Biological Variables to Behavior
11	April 1	OFF Spring Break	
12	April 8	Guest Speaker: Chris Shay Severe & Profound <b>DUE: Assignment C (Self-responsibility)</b>	
13	April 15	Bullying	Lavay, French, & Henderson (2016) Chapter 8 Bullying of Children and Youth
14	April 22	Evidence-based Practices	Bittner, M., & Davis, M. ( <i>in press</i> ). Comparison of Evidence-based Practices for Students with ASD
15	April 29	Guest Speaker: Barry Lavay What I Learned in 40 Years of Behavior	Lavay, B. (2019). Behavior management: What I have



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		Management	learned
16	May 6	<b>DUE Final Projects (ALL)</b> Presentation half of class Required- All students must attend during presentations	
17	May 13 @ 6:00PM	Presentation half of class Required- All students must attend during presentations	

**L. Basis for Assigning the Course Grade  
Grading Scale**

Letter Grade	Highest	Lowest
A	120	108
B	107	96
C	95	84
D	83	72
F	71	Under

Final course grade will be rounded to a whole number, up if  $\geq 0.5$  or down if  $< 0.5$   
This course grade is determined by the total amount of final points **not** percentage.

**M. Instructor’s Interpretation of the University’s Withdrawal Policy**

It is the student’s responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses, and may choose not to do so. Withdrawal from a course after that date requires the signature of the instructor and the department chair, and is permissible only for serious and compelling reasons. [Severe or extensive medical problems would be a reason to drop after that date, but fear of receiving a final grade lower than desired, or change in one’s work schedule are not \ considered a serious and compelling reasons.] A “W” will appear on the student’s transcript.

During the final three weeks of instruction withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student’s control. The cause must be documented. Ordinarily, withdrawals in this category involve total withdrawal from the university. You will need the approval of the college dean as well as that of the class instructor and the department chairperson for each class you drop.

**N. Attendance Procedures**

Please read the CSULB attendance policy carefully. It can be found at:  
<http://www.csulb.edu/~senate/Policies/01-01.html>

**ATTENDANCE IS VERY STRONGLY RECOMMENDED.** Experience has shown that good grades are strongly correlated with attendance, practice and participation.



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1. Absences **DO NOT** exempt students from academic requirements. One the 2<sup>nd</sup> absence, student receives a 5-point deduction. On the 3<sup>rd</sup> absence, student receives another 5-point deduction. Two late tardies equal an absence. Tardy = arriving to class at 6:01pm.
2. An “Incomplete Grade” may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.
3. Make-up Policy: Students that are participating in school sponsored events (e.g., athletics, professional conferences, academics) need to turn in/complete assignments and readiness assessments tests **AHEAD** of time or by the due date. **Make-up assignments will be determined case-by-case.** If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor. If unable to participate during class due to illness or injury, an alternative in-class activity option will be given by the instructor.

#### O. Deadlines

**All assignments must be submitted the day they are due by 6:00pm. Assignments are to be submitted through (a) BeachBoard Discussion Board AND (b) hard copy WITH the rubric.** All assignments must be typed and submitted on the prescribed due date and will be graded on content and grammar. **Late course work:** Assignments submitted after the prescribed due date will result in the following grade deduction, one week or less 10%, more than a week 20%. After the last day of class, no work will be accepted. It is your responsibility to save, print and submit assignments on time.

#### P. Disability Statement

Students with a disability or medical restriction who are requesting a classroom accommodation should contact the Disabled Student Services at 562-985-5401 or visit Brotman Hall, Suite 270 during 8AM-5PM weekday hours. Disabled Student Services will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to DSS as soon as possible.

#### Q. Kinesiology Electronic Device Policy

Students are expected to turn off or silence any electronic devices that have the potential to disrupt the class, its members, or the instructor. Electronic devices such as cell phones, beepers, IPODS, Palm Pilots, PDA's and similar devices that disrupt the class or the instructor, can be held by the instructor until the class period has ended.

#### R. Sample Cheating and Plagiarism Policy

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are advised to read and understand all sections in CSULB catalog. Academic dishonesty includes **cheating, plagiarism, falsifying academic records, and other acts intentionally designed to provide unfair advantage to the student or the attempt to commit such acts.** If you are found to be cheating



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or plagiarizing, you will be subject to disciplinary action as per the policy outlined in the CSULB catalog.

- **Cheating** includes, but is not limited to intentionally giving or receiving unauthorized aid or notes on examinations, papers, or class assignments intended to be individually completed. Cheating also includes the unauthorized copying of tests or any other deceit or fraud related to the student's academic conduct.
- **Plagiarism** occurs when a student obtains someone else's work and presents those ideas or words as her or his own academic work.
- **Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment.
- **Fabrication** occurs when a student makes up data or results and records or reports them.
- **Falsification** occurs when a student manipulates research materials, equipment, or processes or changes or omits results such that the research is not accurately reflected in the research record.
- **Falsifying academic records** includes, but is not limited to altering grades or other academic records.

Furthermore, students should be aware that faculty members have a range of academic actions available to them in cases of cheating and plagiarism from arranging a conference, to failing a student on that particular work, to failing a student in a course, to referring the case to judicial affairs.