

Syllabus – Course on Behavior Analysis

Name Module	Hours for module
Principles of Behavior	45
Research Methods	45
Conceptual Analysis	65
Basic Behavior Analysis	69
Applied Behavior Analysis	142
Ethics	45
Supervised Experiential Learning	96



Module 1 – Principles of Behavior

Instructors: Michael Nicolosi Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

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Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Nicola Cefalo Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

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Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

Students have the possibility to directly contact the secretary's office via email, telephone, or WhatsApp from Monday to Friday, between 9:00 a.m. and 6:00 p.m., as well as during the weekends when lessons are held.

A shared folder created through Dropbox allows both students and faculty members to access materials shared before, during, and after each lesson. Through this shared folder, students can prepare for upcoming lessons, download any additional materials provided afterward, or upload materials produced during class.

Faculty members, on the other hand, can upload any essential materials that students need to review or download prior to the lesson. They may also access materials or instructions shared by the administration office.

Course Materials

- **Required Textbook:**
Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Johnston, J. M., & Pennypacker, H. S. (2009). *Strategies and Tactics of Behavioral Research* (3rd ed.). New York, NY: Routledge.
- Skinner, B. F. (1938). *The Behavior of Organisms: An Experimental Analysis*. New York, NY: Appleton-Century-Crofts.
- Michael, J. (2004). *Concepts and Principles of Behavior Analysis* (2nd ed.). Kalamazoo, MI: Association for Behavior Analysis International.
- Catania, A. C. (2013). *Learning* (5th ed.). Croton-on-Hudson, NY: Sloan.

IMPORTANT: During lectures, faculty members will reference specific articles and research papers. These will be uploaded to the shared Dropbox folder and made available for download by all students.

Course Objectives

Develop students' competence in the use of technical terminology related to the concepts and principles of behavior analysis.

Course Format and Attendance

All lessons will be conducted entirely online via the Zoom platform, including both theoretical and laboratory sessions. The administration office will create, and share Zoom links with both students and faculty members *at least 48 hours* prior to each lesson. Each lesson has a total duration of 7.5 hours, which includes a 1-hour lunch break and scheduled 15-minute breaks every two hours.



80% of attendance is mandatory to pass the program. For students that can't participate at a lesson are requested to send in advance (at least 2 weeks before the start of the single lesson) an e-mail to the administration informing about their absence and the reason of it. This step is crucial to ensure that all students stay up-to-date and do not fall behind. For absences there are two formats that can be followed:

There are *two formats* available for lesson recovery, which have been communicated to all students:

1. *Video Recording Option:*

If the faculty member has consented to the video recording of the lesson, a link to the recording will be created and shared with an expiration date of *two weeks*. This option is free of charge.

2. *Individual Catch-Up Session:*

If the faculty member has *not* consented to the video recording, the administration will put the student and faculty member in direct contact to arrange a recovery session. In such cases, for every *4 hours of missed class*, *2 hours of makeup instruction* must be organized. During these sessions, students are required to complete and submit specific tasks, which the faculty will use to assess comprehension and provide further support if necessary.

Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Assessments and Grading

Throughout the course, students will be required to complete *Learning Questionnaires (LQs)* consisting of 16 multiple-choice questions per lesson, divided into 4 blocks of 4 questions each, with topics related to:

1. Definition-based questions
2. Scenario-based application questions
3. Questions involving graphs and charts
4. Theoretical questions

Every 2 hours, before the break, students will receive a link to a new block of questions based on the material just covered. At the end of the day students will have completed the full set of 16 questions.

The breakdown is as follows:

- After 2 hours → 4 questions
- After 4 hours → 8 questions (adding 4)
- After 6 hours → 12 questions (adding 4)
- Final stage → 16 questions total (adding 4)

To successfully pass an individual lesson, students must achieve a minimum of 80% correct responses on the associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Students may retake the test multiple times until they achieve a *80% correct score*; however, the number of attempts is recorded. Grades for the learning questionnaires will be provided and shared individually with each student through their continuously updated academic transcript (saved in dropbox). The transcript will reflect results organized by session and corresponding questionnaires.

Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.



Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

The headquarters consist of three main rooms, each of different dimensions. All rooms can be used either as offices or as lecture classrooms. There are computers available for students, a whiteboard for faculty members, and basic supplies such as paper, pens, and a printer. Additionally, there are two main bathrooms, and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

We kindly ask that students and faculty notify the secretary's office at least one week in advance if they plan to visit or use the rooms. This is for two main reasons: to prepare any necessary materials that may be requested and to ensure a member of the administrative staff is available to provide assistance if needed.

Public Disclosure

All forms of academic misconduct are strictly prohibited. This includes, but is not limited to: cheating, plagiarism, misrepresenting your academic standing, and falsifying information on résumés or other official documents. Plagiarism refers to using another person's work—whether published or unpublished—without proper acknowledgment. This includes both direct quotations and paraphrased content. It also encompasses submitting work created by someone else or purchased from companies that sell academic materials, as well as distributing or selling class notes without the instructor's explicit permission. Any breach of this policy will be formally reported to the administration office and then passes to the coordinators of the program.

Additionally, if you are found to have copied another student's work, used someone else's material without appropriate citation, engaged in cheating, or assisted another student in doing so, you will automatically receive a zero for the assignment. You will also be required to complete a supplemental assignment to avoid further disciplinary action.

Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
18 March 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Define and provide examples of behavior, response, and response class. - Define and provide examples of stimulus and stimulus class. - Define and provide examples of respondent and operant conditioning. 	SQ and LQ*
19 March 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Define and provide examples of positive and negative reinforcement contingencies. - Define and provide examples of schedules of reinforcement. - Define and provide examples of positive and negative punishment contingencies. 	
22 April 2023	9AM-5.30PM	Nicola Cefalo	<ul style="list-style-type: none"> - Define and provide examples of operant extinction. - Define and provide examples of stimulus control. - Define and provide examples of discrimination, generalization, and maintenance. 	
23 April 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Define and provide examples of positive and negative punishment contingencies. - Define and provide examples of automatic and socially mediated contingencies. 	
13 May 2023	9AM-5.30PM	Nicola Cefalo	<ul style="list-style-type: none"> - Define and provide examples of motivating operations. - Define and provide examples of rule-governed and contingency-shaped behavior. 	
14 May 2023	9AM-5.30PM	Nicola Cefalo	<ul style="list-style-type: none"> - Define and provide examples of the verbal operant. - Define and provide examples of derived stimulus relations. 	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 2 – Research Methods

Instructors: Michael Nicolosi Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: michael.nicolosi86@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

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A shared folder created through Dropbox allows both students and faculty members to access materials shared before, during, and after each lesson. Through this shared folder, students can prepare for upcoming lessons, download any additional materials provided afterward, or upload materials produced during class.

Faculty members, on the other hand, can upload any essential materials that students need to review or download prior to the lesson. They may also access materials or instructions shared by the administration office.

Course Materials

- Required Textbook:
Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* (2nd ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Bailey, J. S., & Burch, M. R. (2002). *Research methods in applied behavior analysis*. Thousand Oaks, CA: Sage.
- Johnston, J. M., & Pennypacker, H. S. (2009). *Strategies and tactics of behavioral research*, 3rd edition. New York, NY: Routledge.
- Kazdin, A. E. (2011). *Single-Case Research Designs*, Second Edition. New York, NY: Oxford University Press.
- Kubina, R. M., & Yurich, K. K. L. (2012). *The Precision Teaching Book*. Lemont, PA: Greatness Achieved.
- Nugent, W. R. (2010). *Analyzing single system design data*. New York, NY: Oxford university press

IMPORTANT: During lectures, faculty members will reference specific articles and research papers. These will be uploaded to the shared Dropbox folder and made available for download by all students.

Course Objectives

Develop competence in measurement of behavior, data collection analysis and graphic presentation, and experimental design with particular emphasis on single subject design.

Course Format and Attendance

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AARBA - Association for the Advancement of Radical Behavior Analysis

Corso Sempione 52, 20154 Milano (MI) - Tel. [+39 3939666146](tel:+393939666146); e-mail: segreteria@aarba.it; website: aarba.eu



1. Video Recording Option:

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2. Individual Catch-Up Session:

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Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Assessments and Grading

Throughout the course, students will be required to complete *Learning Questionnaires (LQs)* consisting of 16 multiple-choice questions per lesson, divided into 4 blocks of 4 questions each, with topics related to:

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2. Scenario-based application questions
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4. Theoretical questions

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- Final stage → 16 questions total (adding 4)

To successfully pass an individual lesson, students must achieve a minimum of 80% correct responses on the associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Students may retake the test multiple times until they achieve a *80% correct score*; however, the number of attempts is recorded. Grades for the learning questionnaires will be provided and shared individually with each student through their continuously updated academic transcript (saved in dropbox). The transcript will reflect results organized by session and corresponding questionnaires.

Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.

Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

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and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

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Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
31 July 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Establish operational definitions of behavior. - Distinguish among direct, indirect, and product measures of behavior. - Measure occurrence (e.g., frequency, rate, percentage). 	SQ and LQ*
1 August 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Measure temporal dimensions of behavior (e.g., duration, latency, inter response time). - Measure form and strength of behavior (e.g., topography, magnitude). - Measure trials to criterion. - Design and implement sampling procedures (i.e., interval recording, time sampling). 	
2 August 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Evaluate the validity and reliability of measurement procedures. - Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording. 	
3 August 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records). - Interpret graphed data. 	
4 August 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Distinguish between dependent and independent variables. - Distinguish between internal and external validity. - Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication). 	
5 August 2023	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Describe the advantages of single-subject experimental designs compared to group designs. - Use single-subject experimental designs (e.g., reversal, multiple baselines, multielement, changing criterion). - Describe rationales for conducting comparative, component, and parametric analyses. 	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 3 – Conceptual Analysis

Instructors: Alessandro Dibari Psychologist, BCBA® (USA) and Clinical Director of “Casa dei Sogni” - Fondazione Oltre le Parole

Contact: alessandroibari07@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Fabio Tosolin Psychologist, AdC® (Italy) and part of ABAI Directory of Instructors

Contact: Fabio.tosolin@aarba.it

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

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Course Materials

- Required Textbook:
Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
- Johnston, J. M. (2014) Radical Behaviorism for ABA Practitioner
- Mechner, F. (2017). A behavioral and biological analysis of aesthetics: Implications for research and application. *The Psychological Record*, 68. <https://doi.org/10.1007/s40732-017-0228-1>.
- Michael, J., Palmer, D. C., & Sundberg, M. L. (2011). The Multiple Control of Verbal Behavior. *The Analysis of Verbal Behavior*, 27(1), 3–22.
- Palmer (2009) response strength and the concept of repertoire. *European journal of behavior analysis* pp49-60
- Palmer, D. C. (2021). On Response Strength and the Concept of Response Classes. *Perspectives on Behavior Science*, 44(2), 483-499.
- Palmer, D. & Katz, S. (2005). The intraverbal effects of briefly presented verbal stimuli. *VB News*, 5, 4–8.
- Skinner, B.F. (1953). *Science and Human Behavior*
- Skinner, B.F. (1957). Verbal Behavior (Chapter 9: Multiple Causation pp. 227-253)
- Skinner, B.F. (1974). *About behaviorism*. New York: Knopf
- Sundberg & Palmer (2012). Multiple Control. Workshop per Autism National Conference, Penn State University.

IMPORTANT: during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download.

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Course Objective

Develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

Course Format and Attendance

All lessons will be conducted entirely online via the Zoom platform, including both theoretical and laboratory sessions. The administration office will create, and share Zoom links with both students and faculty members *at least 48 hours* prior to each lesson. Each lesson has a total duration of 7.5 hours, which includes a 1-hour lunch break and scheduled 15-minute breaks every two hours.

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2. Individual Catch-Up Session:

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Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Assessments and Grading

Throughout the course, students will be required to complete *Learning Questionnaires (LQs)* consisting of 16 multiple-choice questions per lesson, divided into 4 blocks of 4 questions each, with topics related to:

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associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Students may retake the test multiple times until they achieve a *80% correct score*; however, the number of attempts is recorded. Grades for the learning questionnaires will be provided and shared individually with each student through their continuously updated academic transcript (saved in dropbox). The transcript will reflect results organized by session and corresponding questionnaires.

Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.

Facilities

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Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
3 June 2023	9AM-5.30PM	Alessandro Dibari	- Identify the goals of behavior analysis as a science (i.e., description, prediction, control).	SQ and LQ*
4 June 2023	9AM-5.30PM	Alessandro Dibari	- Identify the goals of behavior analysis as a science (i.e., description, prediction, control). - Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).	
15 June 2023	9AM-5.30PM	Alessandro Dibari	- Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). - Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.	
16 June 2023	9AM-5.30PM	Alessandro Dibari	- Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.	
16 March 2024	9AM-5.30PM	Fabio Tosolin	- Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968). - Describe and explain behavior from the perspective of radical behaviorism.	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 4 – Basic Behavior Analysis

Instructors: Alessandro Dibari Psychologist, BCBA® (USA) and Clinical Director of “Casa dei Sogni” - Fondazione Oltre le Parole

Contact: alessandroibari07@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Nicola Cefalo Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: nicolacefalo@datadrivenaba.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Francesca Siciliano Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: francesca@datadrivenaba.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

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Course Materials

- Required Textbook:
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- Blackman, D. E. (2017). Operant conditioning: an experimental analysis of behaviour. Routledge.
- Catania, A. C. (2007). Learning (Interim [4th] ed.). Cornwall-on-Hudson, NY: Sloan.
- Catania, A. C. (2013). Learning (5th ed.). Cornwall-on-Hudson, NY: Sloan.
- Michael, J. L. (2004). Concepts and principles of behavior analysis, Revised Edition. Kalamazoo, MI: Association for Behavior Analysis International.
- Muñoz Blanco, M. I. (2017). Respondent conditioning training effect on the behavior of the audience of creativity. REPOSITORIO SCRIPTA.
- Skinner, B. F. (1965). Science and human behavior (No. 92904). Simon and Schuster.
- Skinner, B. F. (1991). The behavior of organisms: An experimental analysis (Rev. ed.). Acton, Massachusetts: Copley Publishing group. (tabletop original publicado em 1938).
- Soares, P. G., de Almeida, J. H., & Cançado, C. R. X. (Eds.), (2016). Experimentos clássicos em Análise do Comportamento. Instituto Walden4 (Volume 1 e 2)
- Whelan, R., & Barnes-Holmes, D. (2010). Consequence valuing operation and process: a parsimonious analysis of motivation. The Psychological Record, 60, 337-354.



IMPORTANT: during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download.

Course Objective

Develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

Course Format and Attendance

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3. Questions involving graphs and charts
4. Theoretical questions

Every 2 hours, before the break, students will receive a link to a new block of questions based on the material just covered. At the end of the day students will have completed the full set of 16 questions.

The breakdown is as follows:

- After 2 hours → 4 questions
- After 4 hours → 8 questions (adding 4)
- After 6 hours → 12 questions (adding 4)

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- Final stage → 16 questions total (adding 4)

To successfully pass an individual lesson, students must achieve a minimum of 80% correct responses on the associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Students may retake the test multiple times until they achieve a *80% correct score*; however, the number of attempts is recorded. Grades for the learning questionnaires will be provided and shared individually with each student through their continuously updated academic transcript (saved in dropbox). The transcript will reflect results organized by session and corresponding questionnaires.

Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.

Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

The headquarters consist of three main rooms, each of different dimensions. All rooms can be used either as offices or as lecture classrooms. There are computers available for students, a whiteboard for faculty members, and basic supplies such as paper, pens, and a printer. Additionally, there are two main bathrooms, and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

We kindly ask that students and faculty notify the secretary's office at least one week in advance if they plan to visit or use the rooms. This is for two main reasons: to prepare any necessary materials that may be requested and to ensure a member of the administrative staff is available to provide assistance if needed.

Public Disclosure

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Additionally, if you are found to have copied another student's work, used someone else's material without appropriate citation, engaged in cheating, or assisted another student in doing so, you will automatically receive a zero for the assignment. You will also be required to complete a supplemental assignment to avoid further disciplinary action.

Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
28 October 2023	9AM-5.30PM	Nicola Cefalo	- Operant conditioning - Stimulus control - Class of stimulus - Conditional stimulus - Unconditional stimulus	SQ and LQ*
29 October 2023	9AM-5.30PM	Nicola Cefalo	- Motivating operations (MO) - Positive Reinforcement - Negative Reinforcement	
2 December 2023	9AM-5.30PM	Nicola Cefalo	- Positive Punishment - Negative Punishment - Extinction	
3 December 2023	9AM-5.30PM	Francesca Siciliano	- Generalization/maintenance/class equivalence - Token economy	
13 January 2024	9AM-5.30PM	Alessandro Dibari	- Multiple control	
14 January 2024	9AM-5.30PM	Alessandro Dibari	- Joint control - Scientific research on Lovenkron in relation to Joint control	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 5 – Applied Behavior Analysis

Instructors: Michael Nicolosi Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: michael.nicolosi86@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Paola Demurtas Psychologist, BCBA® (USA)

Contact: paola.demurtas83@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Fabiola Casarini Psychologist, BCBA® (USA), CABAS® (USA)

Contact: fabiola_casarini@libero.it

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Maria Gatti Psychologist, AdC® (Italy) and BBS Expert

Contact: maria.gatti@aarba.it

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

Students have the possibility to directly contact the secretary's office via email, telephone, or WhatsApp from Monday to Friday, between 9:00 a.m. and 6:00 p.m., as well as during the weekends when lessons are held.

A shared folder created through Dropbox allows both students and faculty members to access materials shared before, during, and after each lesson. Through this shared folder, students can prepare for upcoming lessons, download any additional materials provided afterward, or upload materials produced during class.

Faculty members, on the other hand, can upload any essential materials that students need to review or download prior to the lesson. They may also access materials or instructions shared by the administration office.

Course Materials

- *Required Textbook:*
Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
- Chapter 23, 26 and 27, of Applied Behavior Analysis: Pearson New International Edition (2007) John O. Cooper, Timothy E. Heron, William L. Heward.
- Chapter 26, 8 and 29 of Applied Behavior Analysis: Pearson New International Edition (2020) John O. Cooper, Timothy E. Heron, William L. Heward.
- Daniels, A. C. , & Bailey, J. S. (2014). Performance Management: changing behavior that drives organizational effectiveness- Fifth edition. Atlanta, GA: Performance Management Publications.
- Daniels, A. C. (2009). OOPS! 13 Management Practices That Waste Time and Money. Atlanta, GA: Performance Management Publications
- Daniels, A. C. & Daniels, J. E. (2007). Measure of a leader: The legendary leadership formula for producing exceptional performers and outstanding results. NY: McGraw-Hill.
- Engelmann, S., & Carnine, D. (2016). Theory of instruction: Principles and Applications (Rev. Ed.). Eugene, OR: National Institute of Direction Instruction Press.
- Kubina, R. M., & Yurich, K. K. L. (2012). The Precision Teaching Book. Lemont, PA: Greatness Achieved.

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- Leaf, J.B.; Leaf, R. ; McEachin, J.;Taubman, M.;Ala'i-Rosales, S. ; Ross, R.; Smith, T; Weiss, M.J. (2016) Applied Behavior Analysis is a Science and, Therefore, Progressive. J Au:sm Dev Disord. 46(2):720-31.

IMPORTANT: during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download.

Course Objective

Develop competence in the application of the principles of behavior and multiple areas of investigation and practice.

Course Format and Attendance

All lessons will be conducted entirely online via the Zoom platform, including both theoretical and laboratory sessions. The administration office will create, and share Zoom links with both students and faculty members *at least 48 hours* prior to each lesson. Each lesson has a total duration of 7.5 hours, which includes a 1-hour lunch break and scheduled 15-minute breaks every two hours.

80% of attendance is mandatory to pass the program. For students that can't participate at a lesson are requested to send in advance (at least 2 weeks before the start of the single lesson) an e-mail to the administration informing about their absence and the reason of it. This step is crucial to ensure that all students stay up-to-date and do not fall behind. For absences there are two formats that can be followed:

There are *two formats* available for lesson recovery, which have been communicated to all students:

1. ***Video Recording Option:***

If the faculty member has consented to the video recording of the lesson, a link to the recording will be created and shared with an expiration date of *two weeks*. This option is free of charge.

2. ***Individual Catch-Up Session:***

If the faculty member has *not* consented to the video recording, the administration will put the student and faculty member in direct contact to arrange a recovery session. In such cases, for every *4 hours of missed class*, *2 hours of makeup instruction* must be organized. During these sessions, students are required to complete and submit specific tasks, which the faculty will use to assess comprehension and provide further support if necessary.

Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Assessments and Grading

Throughout the course, students will be required to complete *Learning Questionnaires (LQs)* consisting of 16 multiple-choice questions per lesson, divided into 4 blocks of 4 questions each, with topics related to:

1. Definition-based questions
2. Scenario-based application questions
3. Questions involving graphs and charts
4. Theoretical questions

Every 2 hours, before the break, students will receive a link to a new block of questions based on the material just covered. At the end of the day students will have completed the full set of 16 questions.

The breakdown is as follows:

- After 2 hours → 4 questions

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- After 4 hours → 8 questions (adding 4)
- After 6 hours → 12 questions (adding 4)
- Final stage → 16 questions total (adding 4)

To successfully pass an individual lesson, students must achieve a minimum of 80% correct responses on the associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Students may retake the test multiple times until they achieve a *80% correct score*; however, the number of attempts is recorded. Grades for the learning questionnaires will be provided and shared individually with each student through their continuously updated academic transcript (saved in dropbox). The transcript will reflect results organized by session and corresponding questionnaires.

To successfully pass an individual lesson, students must achieve a minimum of 80% correct responses on the associated questionnaire. This score corresponds to a grade of A, which is considered satisfactory.

Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.

Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

The headquarters consist of three main rooms, each of different dimensions. All rooms can be used either as offices or as lecture classrooms. There are computers available for students, a whiteboard for faculty members, and basic supplies such as paper, pens, and a printer. Additionally, there are two main bathrooms, and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

We kindly ask that students and faculty notify the secretary's office at least one week in advance if they plan to visit or use the rooms. This is for two main reasons: to prepare any necessary materials that may be requested and to ensure a member of the administrative staff is available to provide assistance if needed.

Public Disclosure

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Additionally, if you are found to have copied another student's work, used someone else's material without appropriate citation, engaged in cheating, or assisted another student in doing so, you will automatically receive a zero for the assignment. You will also be required to complete a supplemental assignment to avoid further disciplinary action.

Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
25 February 2024	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Use positive and negative reinforcement procedures to strengthen behavior - Establish and use conditioned reinforcers - Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading) - Use modeling and imitation training - Use instructions and rules - Use shaping - Use chaining - Teach simple and conditional discriminations. 	SQ and LQ*
26 February 2024	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Use Skinner's analysis to teach verbal behavior - Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR) - Use extinction - Use positive and negative punishment (e.g., time-out, response cost, overcorrection) 	
17 March 2024	9AM-5.30PM	Paola Demurtas	<ul style="list-style-type: none"> - State intervention goals in observable and measurable terms - Identify potential interventions based on assessment results and the best available scientific evidence - Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity 	
18 May 2024	9AM-5.30PM	Paola Demurtas	<ul style="list-style-type: none"> - Monitor client progress and treatment integrity - Make data-based decisions about the effectiveness of the intervention and the need for treatment revision - Make data-based decisions about the need for ongoing services - Collaborate with others who support and/or provide services to clients - Use interventions based on motivating operations and discriminative stimuli 	
19 May 2024	9AM-5.30PM	Paola Demurtas	<ul style="list-style-type: none"> - Use token economies - Use group contingencies - Use contingency contracting 	

			<ul style="list-style-type: none"> - Use self-management strategies - Use equivalence-based instruction - Use the high-probability instructional sequence - Use discrete trial, free-operant, and naturalistic teaching arrangements 	
29 June 2024	9AM-5.30PM	Fabiola Casarini	<ul style="list-style-type: none"> - Review records and available data (e.g., educational, medical, historical) at the outset of the case - Determine the need for behavior-analytic services - Identify and prioritize socially significant behavior-change goals - Conduct assessments of relevant skill strengths and deficits - Conduct preference assessments 	
30 June 2024	9AM-5.30PM	Fabiola Casarini	<ul style="list-style-type: none"> - Describe the common functions of problem behavior - Conduct a descriptive assessment of problem behavior 	
14 July 2024	9AM-5.30PM	Michael Nicolosi	<ul style="list-style-type: none"> - Use Skinner's analysis to teach verbal behavior - Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR) - Use extinction - Use positive and negative punishment (e.g., time-out, response cost, overcorrection) - Use procedures to promote stimulus and response generalization - Use procedures to promote maintenance - When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased - Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures 	
3 August 2024	9AM-5.30PM	Maria Gatti	<ul style="list-style-type: none"> - State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance) - Establish clear performance expectations for the supervisor and supervisee - Select supervision goals based on an assessment of the supervisee's skills 	
4 August 2024	9AM-5.30PM	Maria Gatti	<ul style="list-style-type: none"> - Train personnel to competently perform assessment and intervention procedures 	

			<ul style="list-style-type: none"> - Use performance monitoring, feedback, and reinforcement systems - Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance 	
14 September 2024	9AM-5.30PM	Fabiola Casarini	<ul style="list-style-type: none"> - Conduct a functional analysis of problem behavior - Interpret functional assessment data. 	
15 September 2024	9AM-5.30PM	Maria Gatti	<ul style="list-style-type: none"> - Use function-based strategies to improve personnel performance - Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires) 	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 6 – Ethics

Instructors: Paola Demurtas Psychologist, BCBA® (USA)

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Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Elena Clò Psychologist, BCBA® (USA)

Contact: elenaclo2010@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Nicola Cefalo Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: nicolacefalo@datadrivenaba.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

Students have the possibility to directly contact the secretary's office via email, telephone, or WhatsApp from Monday to Friday, between 9:00 a.m. and 6:00 p.m., as well as during the weekends when lessons are held.

A shared folder created through Dropbox allows both students and faculty members to access materials shared before, during, and after each lesson. Through this shared folder, students can prepare for upcoming lessons, download any additional materials provided afterward, or upload materials produced during class.

Faculty members, on the other hand, can upload any essential materials that students need to review or download prior to the lesson. They may also access materials or instructions shared by the administration office.

Course Materials

- Required Textbook:
Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.
- Bailey, J., & Burch, M. (2016). Ethics for behavior analysts. Routledge.
- Beirne, A., & Sadavoy, J. A. (2021). Understanding ethics in applied behavior analysis: Practical applications. Routledge.
- Kinsella A., Suarez V., Maria V., Weiss M. J., Cox., D. J. (2022). A Systematic Review of Ethical Decision-Making Models for Clinical and Educational Settings, Paper at the 48th ABAI Annual Convention. Boston.
- Rosenberg, N. E., & Schwartz, I. S. (2019). Guidance or compliance: What makes an ethical behavior analyst? Behavior Analysis in Practice, 12(2), 473-482.
- Sellers, T. P., Alai-Rosales, S., & MacDonald, R. P. (2016). Taking full responsibility: The ethics of supervision in behavior analytic practice. Behavior Analysis in Practice, 9(4), 299-308.
- Sellers, T. P., Carr, J. E., & Nosik, M. R. (2020). On the BACB's ethics requirements: A response to Rosenberg and Schwartz (2019). Behavior Analysis in Practice, 13(3), 714-717.
- Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for detecting and addressing barriers to successful supervision. Behavior Analysis in Practice, 9(4), 309-319.
- Sellers, T. P., Valentino, A. L., & LeBlanc, L. A. (2016). Recommended practices for individual supervision of aspiring behavior analysts. Behavior Analysis in Practice, 9(4), 274-286.

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IMPORTANT: during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download.

Course Objective

Understand legal constraints and ethical guidelines as pertinent to behaviors research and practice.

Course Format and Attendance

All lessons will be conducted entirely online via the Zoom platform, including both theoretical and laboratory sessions. The administration office will create, and share Zoom links with both students and faculty members *at least 48 hours* prior to each lesson. Each lesson has a total duration of 7.5 hours, which includes a 1-hour lunch break and scheduled 15-minute breaks every two hours.

80% of attendance is mandatory to pass the program. For students that can't participate at a lesson are requested to send in advance (at least 2 weeks before the start of the single lesson) an e-mail to the administration informing about their absence and the reason of it. This step is crucial to ensure that all students stay up-to-date and do not fall behind. For absences there are two formats that can be followed:

There are *two formats* available for lesson recovery, which have been communicated to all students:

1. **Video Recording Option:**

If the faculty member has consented to the video recording of the lesson, a link to the recording will be created and shared with an expiration date of *two weeks*. This option is free of charge.

2. **Individual Catch-Up Session:**

If the faculty member has *not* consented to the video recording, the administration will put the student and faculty member in direct contact to arrange a recovery session. In such cases, for every *4 hours of missed class*, *2 hours of makeup instruction* must be organized. During these sessions, students are required to complete and submit specific tasks, which the faculty will use to assess comprehension and provide further support if necessary.

Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Assessments and Grading

Throughout the course, students will be required to complete *Learning Questionnaires (LQs)* consisting of 16 multiple-choice questions per lesson, divided into 4 blocks of 4 questions each, with topics related to:

1. Definition-based questions
2. Scenario-based application questions
3. Questions involving graphs and charts
4. Theoretical questions

Every 2 hours, before the break, students will receive a link to a new block of questions based on the material just covered. At the end of the day students will have completed the full set of 16 questions.

The breakdown is as follows:

- After 2 hours → 4 questions
- After 4 hours → 8 questions (adding 4)
- After 6 hours → 12 questions (adding 4)
- Final stage → 16 questions total (adding 4)

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Together with the LQ students will be requested to answer a brief satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.

Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

The headquarters consist of three main rooms, each of different dimensions. All rooms can be used either as offices or as lecture classrooms. There are computers available for students, a whiteboard for faculty members, and basic supplies such as paper, pens, and a printer. Additionally, there are two main bathrooms, and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

We kindly ask that students and faculty notify the secretary's office at least one week in advance if they plan to visit or use the rooms. This is for two main reasons: to prepare any necessary materials that may be requested and to ensure a member of the administrative staff is available to provide assistance if needed.

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Additionally, if you are found to have copied another student's work, used someone else's material without appropriate citation, engaged in cheating, or assisted another student in doing so, you will automatically receive a zero for the assignment. You will also be required to complete a supplemental assignment to avoid further disciplinary action.

Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
9 December 2024	9AM-5.30PM	Nicola Cefalo	<ul style="list-style-type: none"> - Scope of the Code - Core Principles - Application of the Code - Enforcement of the Code - Responsibility to Clients - Identifying Stakeholders - Accepting Clients - Service Agreement - Financial Agreements - Consulting with Other Providers - Third-Party Contracts for Services - Responsibility to the Client with Third-Party-Contracts for services - Communicating with Stakeholders About Third-Party contracted services - Limitations of Confidentiality - Documenting Professional Activity - Advocating for Appropriate Services - Referrals - Facilitating Continuity of Services - Appropriately Discontinuing Services - Appropriately Transitioning Services 	SQ and LQ*
10 December 2024	9AM-5.30PM	Nicola Cefalo	<ul style="list-style-type: none"> - Compliance with Supervision Requirements - Supervisory Competence - Supervisory Volume - Accountability in Supervision - Maintaining Supervision Documentation - Providing Supervision and Training - Incorporating and Addressing Diversity - Performance Monitoring and Feedback - Delegation of Tasks - Evaluating Effects of Supervision and Training - Facilitating Continuity of Supervision - Appropriately Terminating Supervision 	
11 December 2024	9AM-5.30PM	Paola Demurtas	<ul style="list-style-type: none"> - Conforming with Laws and Regulations in Research - Research Review - Research in Service Delivery - Informed Consent in Research - Confidentiality in Research 	
12 December 2024	9AM-5.30PM	Paola Demurtas	<ul style="list-style-type: none"> - Competence in Conducting Research - Conflict of Interest in Research and Publication - Appropriate Credit 	

			<ul style="list-style-type: none"> -Plagiarism -Documentation and Data Retention in Research - Accuracy and Use of Data 	
13 December 2024	9AM-5.30PM	Elena Clò	<ul style="list-style-type: none"> - Being Truthful - Conforming with Legal and Professional Requirements -Accountability - Practicing within a Defined Role - Practicing within Scope of Competence - Maintaining Competence - Cultural Responsiveness and Diversity - Nondiscrimination - No harassment - Awareness of Personal Biases and Challenges - Multiple Relationships - Giving and Receiving Gifts 	
14 December 2024	9AM-5.30PM	Elena Clò	<ul style="list-style-type: none"> - Providing Effective Treatment - Timeliness - Protecting Confidential Information - Disclosing Confidential Information - Documentation Protection and Retention - Accuracy in Service Billing and Reporting - Fees - Communicating About Services - Involving Clients and Stakeholders - Collaborating with Colleagues - Obtaining Informed Consent - Considering Medical Needs 	

* Satisfaction Questionnaire (SQ) and the Learning Questionnaires (LQ)



Module 7 – Supervised Experiential Learning

Instructors: Paola Demurtas Psychologist, BCBA® (USA)

Contact: paola.demurtas83@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Alessandro Dibari Psychologist, BCBA® (USA) and Clinical Director of “Casa dei Sogni” - Fondazione Oltre le Parole

Contact: alessandrodibari07@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Michael Nicolosi Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: michael.nicolosi86@gmail.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Instructors: Nicola Cefalo Psychologist, BCBA® (USA), IBA® (USA), AdC® (IT)

Contact: nicolacefalo@datadrivenaba.com

Office hours: by appointment through email or by contacting the secretary office (segreteria@aarba.it)

Students' Access and Communication

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A shared folder created through Dropbox allows both students and faculty members to access materials shared before, during, and after each lesson. Through this shared folder, students can prepare for upcoming lessons, download any additional materials provided afterward, or upload materials produced during class.

Faculty members, on the other hand, can upload any essential materials that students need to review or download prior to the lesson. They may also access materials or instructions shared by the administration office.

Course Materials

- Required Textbook:

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied behavior analysis (2nd ed.). Upper Saddle River, NJ: Pearson.

IMPORTANT: during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download.

Course Objective

To develop advanced skills in professional practice and/or research. Completion of a thesis or an equivalent project may be used to fulfill this requirement.

Course Format and Attendance

All lessons will be conducted entirely online via the Zoom platform, including both theoretical and laboratory sessions. The administration office will create, and share Zoom links with both students and faculty members *at least 48 hours* prior to each lesson. Each lab has a total duration of 6 hours, or 7 hours if it includes a 1-hour lunch break. Both formats include 15-minute breaks every two hours.

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There are *two formats* available for lesson recovery, which have been communicated to all students:

1. *Video Recording Option:*

If the faculty member has consented to the video recording of the lesson, a link to the recording will be created and shared with an expiration date of *two weeks*. This option is free of charge.

2. *Individual Catch-Up Session:*

If the faculty member has *not* consented to the video recording, the administration will put the student and faculty member in direct contact to arrange a recovery session. In such cases, for every *4 hours of missed class*, *2 hours of makeup instruction* must be organized. During these sessions, students are required to complete and submit specific tasks, which the faculty will use to assess comprehension and provide further support if necessary.

Note: This second format incurs a cost of €50 per hour, as it requires additional time and availability from the faculty members. Further details or clarification will be provided during the start of the program.

Task List

Arguments from LAB 1 to LAB 9

- Teaching language skills.
- Introducing VB-MAPP and its compilation.
- Learning how to read and examine an ABA research paper provided by the professor, developing a PPT presentation and exposing it to the class (a different paper for every candidate).
- Teaching verbal operant.
- Summarize and expose to the class the contents of a scientific paper & behavioral skills training.
- Writing and applying an intervention protocol that can be used during clinical practice.
- Writing intervention protocols based on a scientific article, choosing measurements to use, creating a data collection form, and defining how to measure and collect data.

Arguments from LAB 9 to LAB 13

From the middle of the course, the laboratories will be dedicated to the preparation of a complete behavioral intervention project (thesis/dissertation), which involves:

- Operational definition of the target behavior.
- Definition of appropriate measurement logistics.
- Definition of the operational procedures to modify the behavior in question.
- Definition of measurement and mastery criteria.
- Definition of the appropriate logistics for the intervention application.
- Baseline data measurement.
- Application of the planned procedures.
- Measurement during the application of procedures.
- Maintenance measurement following criterion achievement.
- Video recording of a sample of the participant in the study during baseline, intervention, and follow-up phases.



Thesis/Dissertation Equivalence

Candidates are guided and supervised by the teachers of the Advanced Training Course to carry out the project and to write a thesis related to it, which includes:

- 1) *Introduction* and state of the art of scientific literature on the subject
- 2) *Methods* description of the study participant, dependent variables, independent variable
- 3) *Results* charts according to the reference behavioral analytic guidelines and description of the study results
- 4) *Discussion* critical analysis of what has been produced.
- 5) *Bibliography* (according to APA 7th edition norms)

The reference teachers of the penultimate and last laboratory meeting will assign to each paper a two-level evaluation: SATISFACTORY / UNSATISFACTORY, using the Standardized Evaluation Checklist (that will be presented during the first lesson).

They will also provide the candidate with feedback on how to improve the paper.

In case of an UNSATISFACTORY evaluation, the candidate will be invited to resubmit the paper to the teacher.

IMPORTANT: before every session each faculty member that will be teaching during that week, will be sending an email one week in advance with specific request on the material that needs to be prepared for the session (computer with a specific program, any tangible tool, etc....). As for the other sessions, during the lectures specific articles and research will be referenced by faculty members and they will be uploaded on the Dropbox share folder available for everyone to download. All the specific related to the thesis/dissertation evaluation and development will be provided during the first laboratory, on the 9th of September 2023.

Facilities

The course is conducted entirely online, through the Zoom platform, however, both students and faculty have access to the association's headquarters located in Milan, at Corso Sempione 52.

The headquarters consist of three main rooms, each of different dimensions. All rooms can be used either as offices or as lecture classrooms. There are computers available for students, a whiteboard for faculty members, and basic supplies such as paper, pens, and a printer. Additionally, there are two main bathrooms, and on the ground floor, there is a smaller room where students can use a microwave, fridge, coffee/tea machine, and an electric food heater.

We kindly ask that students and faculty notify the secretary's office at least one week in advance if they plan to visit or use the rooms. This is for two main reasons: to prepare any necessary materials that may be requested and to ensure a member of the administrative staff is available to provide assistance if needed.

Public Disclosure

All forms of academic misconduct are strictly prohibited. This includes, but is not limited to: cheating, plagiarism, misrepresenting your academic standing, and falsifying information on résumés or other official documents. Plagiarism refers to using another person's work—whether published or unpublished—without proper acknowledgment. This includes both direct quotations and paraphrased content. It also encompasses submitting work created by someone else or purchased from companies that sell academic materials, as well



as distributing or selling class notes without the instructor's explicit permission. Any breach of this policy will be formally reported to the administration office and then passes to the coordinators of the program.

Additionally, if you are found to have copied another student's work, used someone else's material without appropriate citation, engaged in cheating, or assisted another student in doing so, you will automatically receive a zero for the assignment. You will also be required to complete a supplemental assignment to avoid further disciplinary action.

Course Schedule

Week	Hour Class	Lecture Instructor	Topics	Assignments Due Date
LAB 1 9 September 2023	9AM-1PM	Michael Nicolosi	First project on behavioral modification (application of Sr+)	SQ* together with tasks provided by the faculty members during the laboratories
LAB 1 <u>Follow up</u> 18 & 25 September 2023	5PM-7PM	Michael Nicolosi		
LAB 2 10 September 2023	9AM-4PM	Alessandro Dibari	Creation of graphs using raw data, based on reversal, alternating treatment and multiple baseline design (3 products need to be created from each student, with the data provided by the faculty member)	
LAB 3 7 October 2023	9AM-4PM	Alessandro Dibari	Reading and analysis of an ABA article provided by the faculty member; creation of a Presentation that needs to be presented in class (each student has a different article)	
LAB 4 11 November 2023	9AM-1PM	Nicola Cefalo	ABC model for behavioral modification	
LAB 4 <u>Follow up</u> 20 & 27 November 2023	5PM-7PM	Nicola Cefalo		
LAB 5 16 December 2023	9AM-1M	Nicola Cefalo	How to structure ad evidence-based protocol (no application)	
LAB 5 <u>Follow up</u> 8 & 22 January 2024	5PM-7PM	Nicola Cefalo		
LAB 6 27 January 2024	9AM-1PM	Nicola Cefalo	Precision Teaching.	
LAB 6 <u>Follow up</u>	5PM-7PM	Nicola Cefalo		

5 & 12 February 2024				
LAB 7 6 April 2024	9AM- 1PM	Michael Nicolosi	Teach new behaviors and modify current ones.	
LAB 7 <i>Follow up</i> 15 & 22 April 2024	5PM- 7PM	Michael Nicolosi		
LAB 8 27 April 2024	9AM- 1PM	Michael Nicolosi	Teaching language abilities.	
LAB 8 <i>Follow up</i> 6 & 13 May 2024	5PM- 7PM	Michael Nicolosi		
LAB 9 8 June 2024	9AM- 4PM	Paola Demurtas	Presentation of the VB-MAPP and its application with a client.	
LAB 10 13 July 2024	9AM- 4PM	Alessandro Dibari	Define an intervention project based on the data collected through the VB-MAPP or tools of valuation.	
LAB 11 5 October 2024	9AM- 4PM	Paola Demurtas	Analyze the data collected based on the intervention that was put in place during the previous session (how to construct and start with a research project).	
LAB 12 26 October 2024	9AM- 4PM	Paola Demurtas	Analysis and presentation of a scientific article (strengths and weaknesses).	
LAB 13 9 November 2024	9AM- 4PM	Alessandro Dibari	Presentation of the thesis/dissertation (4-5 pages of scientific research).	
LAB 14 30 November 2024	9AM- 4PM	Alessandro Dibari	Second session of the thesis/dissertation presentation (for students that have not passed the first one).	

* Satisfaction questionnaire (SQ) (done through Google Modules) in relation to the quality of the lesson and teaching of the instructor.