



Edo State College of Education

in collaboration with

**INTERNATIONAL TRAINING CENTER FOR
APPLIED BEHAVIOR ANALYSIS**



WEST AFRICAN -EDUCATION/INTENSIVE BEHAVIOR INTERVENTION CERTIFICATE- 2024

- **Higher Education Institution**
- **Course Work – Science of Behavior Analysis**
- **Nigeria Certificate in Education/West African Intensive Behavior
[Edu/WA-IBI Cert.]**
- **Course Rotation Duration: 12 Months in Block combined -
with 24 months of Education**
- **Experiential Learning/Independent Supervised Fieldwork**



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Standard 1: Mission – Functional Education and Empowerment

GENERAL DESCRIPTION OF APPLIED BEHAVIOR ANALYSIS.

Applied Behavior Analysis has been defined as a scientific approach for discovering environmental variables that reliably influence SOCIALLY significant behavior, and for developing a technology of behavior change that takes practical advantage of these discoveries. This technology of behavior change has increasingly gained wide acclaim in every facet of human life because of the ubiquity of behavior.

Applied Behavior Analysis, which took its root from the works of B.F Skinner, is an offshoot of psychology. The technology of behavior change is widely used in Education as Precision Teaching, Errorless Learning, and Incidental Teaching amongst others; in management as Organizational Behavior Management; in Medicine as an essential tool in the practice of Behavioral Medicine, Mental Health, and Developmental disabilities. The tool is a sine qua non for effective parenting practices, and for the building of the healthy society of our dreams!

There is no doubt that graduates of this program will have no need to queue up in the labor market as the functional nature of the course enables them to create employment for themselves and others.

PHILOSOPHY OF THE PROGRAM.

The program, Applied Behavior Analysis, like Medicine or Clinical Psychology, aspires to train students to international standards, equipping them with the necessary advanced knowledge, skill, and professionalism to tackle the myriad behaviors of social significance in the world at large. The wide applicability of the principles of behavior analysis and acquisition of this knowledge and skill by the students will transform them into more knowledgeable and effective parents, efficient servers of the teeming population of persons with developmental, intellectual disabilities and various addictive behaviors, as well as rescue the declining academic performance of our youths for a better society. Finally, it seeks to provide students with the requirements for international certification and recognition to ply their trade in any part of the world.



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Standard 2: Curriculum [Education combined with Intensive Behavior Intervention] Training Programs

Course Content Requirements:

In International Training Center for Applied Behavior Analysis, students must complete at least In this National Certificate in Education Hybride training program, Education is combined with a 195-hour Behavior Analysis course of instruction in: basic principles of behavior analysis, measurement and experimental design, ethical and professional conduct, behavior change applications, assessment, intervention, and implementation. This academic training in the science of Behavior Analysis, takes 1 calendar [one year] while the remaining two years is used to meet the remaining education course work to fulfil the award of Educ./WA-IBI certificate in the following content areas for the number of hours specified:

EDU-WA-IBI-1: Concepts and Principles of Behaviour Analysis.	(25 hours)
EDU-WA-IBI -2: Measurement and Experimental Design.	(25 hours)
EDU-WA-IBI -3: Ethical and Professional Conduct.	(25 hours)
EDU-WA-IBI -4: Behaviour Change Applications.	(25 hours)
EDU-WA-IBI -5: Identification and Assessment.	(25 hours)
EDU-WA-IBI -6: Intervention and Implementation.	(25 hours)
EDU-WA-IBI -7: Special Topics.	(45 hours)

TOTAL. (195 hours)



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Standard 3: Outcomes Assessment----- The goal is to improve student learning and improve instructional programs!

Synthesis	[Y]	[N]	The training program efforts create something, to integrate ideas into a solution, to propose and action plan, to formulate a new classification scheme?
Evaluation	[Y]	[N]	The training program efforts the institution to judge the quality of the programs based on its adequacy, value, logic, or use?
Analysis	[Y]	[N]	The training program efforts enables the institution to identify the organization's structure, to pull meaning from parts, relations, and organizing principles?
Application	[Y]	[N]	The training program efforts enable the institution to apply knowledge to new situations, to solve problems
Comprehension	[Y]	[N]	The training program efforts enable the institution to understand, interpret, compare, contrast, or explain situations?
Knowledge	[Y]	[N]	The training program efforts enable the institution to know specific facts, terms, concepts, principles, or theories better?



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Standard 4: Administration

Dr. Usifo Edward Asikhia MBBS. BCBA-D, QBA, LBA, ACTTP, MBA, MHPM

Tel: +1 (208) 5894026/0112348026080864 Email: itc-aba@itc-aba.org or asikhia@msn.com

Clinical Director

Bosedede E. Asikhia BCBA, QBA, MSc Rehab. & Disability Mgt. BSc. Education

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Program Director

Standard 5: RESOURCES

International Training Center for Applied Behavior Analysis is a Virtual Institution that undertake the training of students through live on-line teaching, provision of Lecture handouts, Recommended Textbooks, Journals [JABA], and video clips as the main academic resources.



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Standard 6: Faculty

Dr. Usifo Edward Asikhia MBBS. BCBA-D, QBA, LBA, ACTTP, MBA, MHPM

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Clinical Director

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Program Director

Prof. Alexander Ndu Otakpor BCBA-D, MD (Consultant Child and Adolescent Psychiatrist)

Tel: +1(909) 684-2715 Email: itc-aba@itc-aba.org or ndualexotakpor@yahoo.com

Dr. Komlantse Gossou MA; Special Edu.; Ph. D, MA; BSc, Applied Psychology, BCBA, LBA, Ph.D.

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Standard 7: Student Services

Students enrolled in the program have the academic credential - Minimum National Certificate of Education/Ordinary National Diploma [OND] or Higher National Diploma [HND], a Clean criminal background check report, age 18 years and above, Experience, skills to operate computer/Cell phone are necessary to successfully complete the program in a timely fashion. Policies and Procedures facilitate completion of the program include having a working email address.

Course Methodology

Mode of Lecture Delivery:

This 195-hour online study will be delivered virtually and live on ITC-ABA instructional and learning platform.

WEEKLY LECTURE SCHEDULE: JANUARY – DECEMBER 2024

**Class Hours: Schedule & Time: GMT +1(West African Standard Time
Wednesday 6:00 pm — 9:30 pm**



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How it Works:

The institution uses GoToMeeting which is a video streaming system that allows the participant to attend a weekend training program live, hear the presenter in Realtime, view related power-point presentation, and ask questions if further clarification on any concept is required. Because the student can participate from the comfort of his/her own office and living room, such student does not need to travel to a reception center except during scheduled examination practical assignment. This Institution operates a quarterly rotation training program. While the new intakes join the program at the beginning of every quarter, those who have completed their training rotation exit the program to enroll for their credentialing board examination(s) as required.

The International Training Center for Applied Behavior Analysis also features a variety of learning methods, including readings, case studies, tests, quizzes, and discussions.

Grading Criteria

Examination	Assigned Score	In-course Assessment	Assigned Score	Total Score	Grading
Quarter 1 Examination	80%	Quarter 1 In-course Assessment	20%	100%	A:>89.5%
Quarter 2 Examination	80%	Quarter 2 In-course Assessment	20%	100%	B: 79.5% - 89.4%
Quarter 3 Examination	80%	Quarter 3 In-course Assessment	20%	100%	C: 69.5% - 79.4% ***
Quarter 4 Examination	80%	Quarter 4 In-course Assessment	20%	100%	F:< 69.4%
Practicum	60%	Project	40%	100%	
Final Exam Result	Average of the Total 4 Quarters Examination scores + Average of Practicum & Project scores				

Grade Compilation: See grading ABOVE.



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- **Monthly Evaluation Tests/ assignments/ assignments/ assignments/ assignments every 2nd Thursday of the month will be administered to assess the student's ability to master the course material.**
- **Students Engagement time would be assessed during lecture time and would count towards the monthly evaluation test and assignments**
- **The quarterly examinations are in multiple choice formats. Each question will be assigned a certain time value.**
- **Every attempt possible will be made to phrase exam questions clear and unambiguous.**
- **Exams will focus on but may not be limited to the material that has been covered in class.**

COURSE POLICY ON ATTENDANCE:

The general policy of International Training Center for Applied behavior Analysis' policy regarding absences. International Training Center for Applied behavior Analysis — allows 20% absences per quarter during the program. The 'twenty percent rule' specifically includes unanticipated emergency leaves, for any reason, from the program.

- Students who have a persistent tendency to come late and thus disrupt the teaching process may be subject to notification to administration.**
- Attendance will be taken daily. No student will fail the course purely based on lack of attendance. However, student should be aware that ITC-ABA will have a close look at the attendance of those students whose final numerical grades are considered borderline between the grades C and F. Borderline students who have 80% or more of recorded class attendance may receive a passing grade. The same applies for the A/B and the B/C border.**

RULES OF CONDUCT:

- See Student Handbook for ITC-ABA policy. The ITC-ABA policy will be enforced. ITC-ABA reserves the right to make necessary changes to the coursework at any time as deemed appropriate.**
- RECORDING OF LECTURES: Students are allowed to audiotape lectures. Institution's policy prohibits the video recording of lectures.**
- During exams, all electronic devices such as cell phones, laptop computers, walk-man, portable CD players, iPods, etc. are to be turned off and stowed away in bags that are stored in the back of the examination room.**
- During exams students are further NOT allowed to wear caps or hats.**



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- Performance grades from each exam (except the final exam) shall be posted using individual students ID numbers. The grades for the final exam and the final course grades will be communicated to the Exams & Records Unit of the College after the final exam as required.
- A failing grade ("zero") will be normally assigned for any missed exam. The only accepted exceptions are documented medical or family emergencies. Make-up exams are not given. Instead, in approved cases of a missed exam on the course a special opportunity may be provided for the student to take the exams. Missing the final exam will result in the grade of "incomplete" and the student must complete the course within the academic sessions. Requirements for course completion may be to take (not retake!!) an exam that (usually the final exam) or to repeat the course.

Attendance

- Students who access the course only one or two times per week may receive less consideration if they request extensions or make-up exams. It is in the best interest of each student to log in daily and actively participate in the course as active engagement and participation is recorded.
- SIGN the Register- At the beginning of each lecture.
- PARTICIPATE & TAKE TURNS in reading the PowerPoint as required.
- SIGN out of the Register- At the end of each lecture.

Standard 8: PUBLIC DISCLOSURE

The International Training Center for Applied Behavior Analysis is a virtual institution. This course hybrid leads to the award of NCE in Education/West African Intensive Behavior Intervention [Edu. /WA-IBI]. The Qualified Applied Behavior Analysis Board approved ITC-ABA as QASP, QBA and CEU course provider. ITC-ABA is also BACB and ABAI Verified Course provider. It is also Associate Academic Partner of African Virtual University. The institution is Collaboration with St. Louise African University in the Republic of Benin.

Standard 9: Degree & Non-Degree Programs:

Programs are recognized at the doctoral, master's, and bachelor's level, or appropriate /equivalent academic-levels for non-degree programs as in National Colleges of Education and Technical Institutions (i.e., undergraduate, or



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graduate-level contents). Each program has objectives appropriate to its level as well as requirements for instruction in specific content areas.

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Wednesday 6:00 pm — 9:30 pm**

Standard 9.1: Coursework.

EDU-WA-IBI-1: Concepts and Principles of Behavior Analysis

Session 1.1

- Review syllabus and expectations
- Behavior analysis – defining characteristics.
- Structure of *JABA* articles



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Session 1.2

- Respondent conditioning model
- Behavior, response classes, stimulus, and stimulus classes
- Operant conditioning model (3-term contingency)

Session 1.3

- Theoretical, basic, and applied behavior analysis

Session 1.4

- Reinforcement

Session 1.5

- Extinction
- Side effects of extinction
- Spontaneous recovery

Session 1.6

- Punishment

Session 1.7

- Stimulus control
- Stimulus discrimination and generalization
- Response, and stimulus prompts



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Session 1.8

- Shaping
- Chaining
- Task analysis

Session 1.9

- Motivating operations

Session 1.10

- Mentalism
- Private events

Total 25 hours



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EDU-WA-IBI -2: Measurement and Experimental Design

Session 2.1

- Selecting and defining target behaviors
- Defining target behaviors

Session 2.2

- Measurable dimensions of behavior
- Direct observational measurement

Session 2.3

- Discontinuous observational measurement
- Advantages and disadvantages of direct and indirect measurement

Session 2.4

- Interobserver agreement
- Reliability and accuracy

Session 2.5

- Experimental design
- Dependent and independent variables

Session 2.6

- Select measurement systems.



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- Designing measurement systems
- Procedural integrity I

Session 2.7

- Graphical presentation

Session 2.8

- Graphical interpretation
- Level, trend, and variability

Session 2.9

- Baseline logic
- Withdrawal and reversal designs

Session 2.10

- Alternating treatments designs
- Changing criterion designs
- Multiple-baseline designs

Total 25 hours



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EDU-WA-IBI -3: Ethical and Professional Conduct

Session 3.1

- Introduction to ethical and professional standards
- Right to effective treatment
- Right to effective education

Session 3.2

- Core ethical principles
- Most frequent ethical problems

Session 3.3

- Everyday ethical challenges

Session 3.4

- Responsible conduct of a behavior analyst

Session 3.5

- Behavior analysts' responsibility to clients

Session 3.6

- Assessing behavior



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Session 3.7

- Behavior analysts and the behavior-change program

Session 3.8

- Behavior analysts as supervisors

Session 3.9

- Behavior analysts' ethical responsibility to the profession of behavior analysts

Session 3.10

- Public statements

Total 25 hours



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EDU-WA-IBI - 4: Behavior Change Applications

Session 4.1

- Prompts and prompt fading.
- Modelling and imitation
- Task analyses (application)

Session 4.2

- Discrete trial training
- Free operant arrangements

Session 4.3

- Errorless learning procedures
- Matching to sample

Session 4.4

- Differential reinforcement

Session 4.5

- Functional assessment I

Session 4.6

- Functional analysis I



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Session 4.7

- Antecedent interventions

Session 4.8

- Discrimination training procedures
- Instructions and rules
- Contingency contracting

Session 4.9

- Group contingencies

Session 4.10

- Premack principle
- Pairing procedures

Total 25 hours



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EDU-WA-IBI -5: Identification and Assessment

Session 5.1

- Behavioral rating scales, checklists, and interviews
- Computer-based observational technologies

Session 5.2

- Maintenance and generalization I

Session 5.3

- Preference and choice assessments

Session 5.4

- Functional assessment II

Session 5.5

- Functional analysis II

Session 5.6

- Systems support I

Session 5.7

- Ecological assessment



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- Environmental changes

Session 5.8

- Social validity and prioritization of target behaviors

Session 5.9

- Self-injurious behavior
- Stereotypy

Session 5.10

- Treatment “fads”
- Pseudo-science

Total 45 hours



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EDU-WA-IBI -6: Intervention and Implementation

Session 6.1

- Outline potential interventions.
- Identify appropriate interventions I

Session 6.2

- Procedural integrity II
- Performance management and monitoring
- Supervision

Session 6.3

- Self-management

Session 6.4

- Direct Instruction

Session 6.5

- Incidental teaching
- Precision teaching
- Personalized system of instruction

Session 6.6

- Identify appropriate interventions II.



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- Identify environmental and other constraints.

Session 6.7

- Maintenance and generalization II

Session 6.8

- Behavioral cusps
- Generative learning

Session 6.9

- Documentation and report writing
- Contingencies governing the behavior of external service providers.
- Competency-based training

Session 6.10

- Evaluating effectiveness
- Systems support II.
- Termination of services

Total 25 hours



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EDU-WA- IBI – 7: SPECIAL TOPICS

- Cultural Sensitivity & Cultural competence regarding ABA in Africa
- Cultural Diversities in ABA Profession – e.g., Culturally sensitive instructional materials & Training
- Advocacy, Mentorship and Capacity Building in Africa
- Association for Behavior Analysis International [ABAI] Tiered Model Education Systems
- Professional credentialing bodies, Associations and Affiliates etc.
- Inclusive Education/Parents-Teachers/Therapists relationship
- Health Insurance and Telehealth (Virtual)
- Sexuality and Disability
- Drug Abuse/Medication Compliance
- The place of ABA in the penal institution/Aviation and other security Institutions *****
- Prevention of Neglect and Abuse
- Positive Behavior Support
- Data entry and graphing.
- Safe Manual Handling and ABAI Position/Guidelines on Restraint.
- Transfer of ABA Technology and Train the Trainer - Protocol

Total 45 hours



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Learning objectives

Students who complete this Education combined with West African Intensive Behavior Intervention level course will be able to:

- i. Explain the defining characteristics and identify applications of behavior analysis.
- ii. Describe and identify examples and non-examples of the principal concepts of behavior analysis (e.g., reinforcement, extinction, stimulus control).
- iii. Describe, identify examples and non-examples, and use the main scientific methods of applied behavior analysis (e.g., measurement of behavior, single-case evaluation designs, functional assessment).
- iv. Describe and use the principal procedures demonstrated in applied behavioral research (e.g., differential reinforcement, prompting, shaping, transfer of stimulus control).
- v. Plan and implement effective applications of behavior analysis consistent with national and international ethical principles (under supervision from a BCaBA, BCBA, BCBA-D or QBA, QASP-S level behavior analyst).

Structure of syllabus

1. The course content is organized into seven separate **modules**:
2. Each module consists of **sessions** delivered in four teaching blocks. The complete course will consist of 60 separate sessions in ADDITION with 15 Special Topics.
3. Each session is divided into **topics**, which describe the content.



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Course assessment

1. Short multiple-choice **tests** will be administered at the beginning of each new block of teaching to function as revision sessions for previously covered material.
2. Four **examinations** will be administered throughout the course: one after each module and one final examination which shall comprise of the four modules at the end of the course. Students will be required to pass each examination with a grade C or better to successfully complete the course.
3. **All examination and test questions will relate to the learning objectives listed in the syllabus.**

Standard 9.2: Experiential Learning

FIELDWORK/PRACTICAL INTERVENTION SUPERVISION REQUIREMENTS [With ITC-ABA Treatment & Mentoring Network Programs]

Students will demonstrate the following procedures with 80% competency.

- MEASUREMENT
 - Continuous Measurement
 - Discontinuous Measurement
 - Data and Graph
- ASSESSMENT
 - Preference Assessment
 - ABC Data
- SKILL ACQUISITION and BEHAVIOR REDUCTION
 - Discrete-Trial Teaching
 - Naturalistic Teaching
 - Chaining
 - Shaping
 - Discrimination Training
 - Stimulus Control Transfer
 - Prompting



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- Token Systems
- Crisis/Emergency/Safe Manual Handling
- Antecedent Interventions
- Differential Reinforcement
- Extinction
- PROFESSIONALISM
 - Session Note
 - Client Dignity
 - Professional Boundaries
 - Supervision Requirements
 - Clinical Directions
- COMMUNICATION & VERBAL BEHAVIOR
 - COOPERATION WITH ADULTS (compliance) – Intervention Procedure
 - REQUESTS (Mands) – Intervention Procedure
 - MOTOR IMITATION- Intervention Procedure
 - VOCAL PLAY – Intervention Procedure
 - VOCAL IMITATION (Echoic) - Intervention Procedure
 - MATCHING-TO –SAMPLE - Intervention Procedure
 - RECEPTIVE- Intervention Procedure
 - LABELING (Tacts) – Intervention Procedure
 - RECEPTIVE BY FUNCTION, FEATURE AND CLASS) – Intervention Procedure
 - CONVERSATIONAL SKILLS (Intraverbals) – Intervention Procedure
 - LETTERS AND NUMBERS – Discrimination – Intervention Procedure
 - SOCIAL INTERACTION - Intervention Procedure
 - BASIC SIGN LANGUAGE Demonstration of USE OF COMMUNICATION ALBUM - As intervention Procedure



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Standard 9.2.1 Opportunities

The program defines practicum opportunities, learning objectives, and an evaluation system consistent with the contemporary science of behavior.

Standard 9.2.2 Objectives

The program specifies skills and objectives that are differentiated by the level of the degree program or education.

Standard 9.2.3 Learners'/Student Course Evaluation Questionnaire

COURSE INSTRUCTOR'S EVALUATION: QUARTER/YEAR: -----

PLEASE CROSS THE RESPONSE THAT REPRESENTS YOUR OPINION.

TEACHING APPROACHES	Strongly/	Agree/	Neutral	/Not Agree
1. The instructor stimulated my interest in the subject.	0	0	0	0
2. The instructor managed classroom time and pace well.	0	0	0	0
3. The instructor was organized and prepared for every class.	0	0	0	0
4. The instructor encouraged discussions and responded to questions.	0	0	0	0
5. The instructor demonstrated in-depth knowledge of the subject.	0	0	0	0
6. The instructor appeared enthusiastic and interested.	0	0	0	0
7. The instructor used a variety, of instructional	0	0	0	0



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methods to reach the course objectives.

(e.g., group discussions, student presentations, etc.)

8. The instructor challenged students to do their best work. 0 0 0 0

Standard 9.2.4 Sites – Non-governmental agencies, Governmental and Non-governmental Kindergarten, Primary and Secondary schools [JSS 1-3] designated in the local government area/state or listed with Association for Behavior Analysis in Nigeria [ABAN] and ITC-ABA Treatment & Mentoring Network Programs

Sites are sufficient in number, are spacious, and provide a good range of training experiences. In addition, they have enough professionals who may provide supervision to support the achievement of learning outcomes and program objectives.

Standard 9.2.5 Supervision

The program assesses experience, qualifications, and availability of site supervisor(s). – To be undertaken by ITC-ABA and ABAN

SEE ABOVE

Standard 9.3: Applied projects will enable students to use the methods taught in their regular work setting. These projects will be an essential part of this course because of the importance of the *application* of behaviour analysis rather than just accessing coursework related to the theory of the science. The first project will focus on increasing behaviour or developing a new skill. The second project will concern reducing a problem behavior following a functional analysis. Project reports will consist of a title page, brief introduction, detailed method section, results presented graphically, a brief interpretation of the results, and some recommendations derived from the interpretation. Reports must anonymise participants. Reports must be word-processed using American Psychological Association format.

Written consent to observe, measure (record), and report data on the behavior(s) of individuals who are participants in the projects is essential (including any/all children and adults involved). Students should consult their employers/school with regard to the protocols required by their service agency. A copy of the consent form (or equivalent) must be lodged with one of the faculty. The faculty will provide further details about required content of projects during the course.

Dr. Usifo Edward Asikhia BCBA-D, QBA, ACTTP

Clinical Director

International Training Center for Applied Behavior Analysis, Lagos Nigeria



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Syllabus General References

Essential

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Upper Saddle River, NJ: Pearson.

Martin, G. & Pear, J. (2011). *Behavior modification: What it is and how to do it* (1st ed.). Upper Saddle River, NJ: Pearson.

Miltenberger, R. G. (2011). *Behavior modification: Principles and procedures* (5th ed.). Belmont, CA: Wadsworth.

Recommended Reading

Austin, J. & Carr, J. E. (2000). *Handbook of applied behavior analysis*. Reno, NV: Context Press.

Bailey, J. & Burch, M. (2005). *Ethics for behaviour analysts*. London: LEA

Bailey, J. & Burch, M. (2006). *How to think like a behavior analyst*. London: LEA.

Chance, P. (1998). *Learning and behaviour* (4th ed.). Pacific Grove, CA: Brooks/Cole.



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Iwata et al. (Eds.).(2000). *Methodological and conceptual issues in applied behavior analysis: 1968-1999*. Lawrence, KS: JABA

Reprint Series

Johnston, J.M. and Pennypacker, H. S. (1993). *Strategies and tactics of human behavioral research*. (2nd ed.). Hillsdale, NJ:

Lawrence Erlbaum Associates.

Kazdin, A.E. (2001). *Behavior modification in applied settings* (6th ed). Belmont, CA: Wadsworth Thompson Learning.

Michael, J.L. (2004). *Concepts and principles of behavior analysis* (rev. ed.) Kalamazoo, MI: Association for Behavior Analysis

International.

Skinner, B.F. (1969). *Contingencies of reinforcement: A theoretical analysis*. New York: Appleton-Century-Crofts.

Skinner, B.F. (1974). *About behaviorism*. New York: Knopf.

Skinner, B.F. (1938). *The behavior of organisms*. New York: Appleton-Century-Crofts.

Skinner, B.F. (1953). *Science and human behavior*. Free Press.

Sturmev, P. (Ed., 2007). *Functional analysis in clinical treatment*. New York: Elsevier.



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Journals

Journal of Applied Behavior Analysis

<http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm>

Journal of the Experimental Analysis of Behavior <http://www.envmed.rochester.edu/wwwrap/behavior/jeab/jeabhome.htm>

The Behavior Analyst

Behavioral Interventions

Education and Treatment of Children



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Organizations

Association for Behavior Analysis International – www.abainternational.org

Behavior Analyst Certification Board – www.bacb.com

Cambridge Centre for Behavioral Studies – www.behavior.org

European Association for Behavior Analysis – www.europeanaba.org

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