

# Graduate Studies Programs

## Behavior Analysis

### About the Program

Simmons's highly respected Behavior Analysis program prepares students for leadership roles in the implementation, evaluation, and administration of applied behavioral analytic principles and methods. Our innovative curriculum emphasizes contemporary research and the fusion of applied behavior analysis with other scientific fields. While many students in our Applied Behavior Analysis programs are drawn from the fields of education and special education, the potential applications for this degree vary widely and include behavioral medicine, organizational behavior management, instructional design, and animal training. The Simmons College course sequence in Behavior Analysis is approved by the Behavior Analyst Certification Board™ and meets the coursework requirements for the Board Certified Behavior Analyst™ (BCBA) examination.

### Degree Options

There are two degree options that students may pursue – the Educational Specialist (Ed.S.) and the Master of Science (M.S.) The Ed.S. degree program is an advanced graduate degree that provides a student who currently holds a master's degree with an area of educational specialization. Emphasis is placed upon the preparation of the master teacher in a specialized area and the development of leadership skills. The M.S. meets the educational needs of an individual who holds a bachelor's degree and is seeking a master's degree. Each program of study is designed individually by the student in consultation with the faculty and can be completed on a part-time basis or in two years of full-time study. The entire program of study is 11 courses (52 credit hours).

### Coursework

#### **BEHV 424 Introduction to Applied Behavior Analysis**

Reviews the definition and characteristics of applied behavior analysis. Teaches the fundamental principles of behavior that provide the framework for instructional programming.

#### **BEHV 415 Applied Research I**

Introduces research methods and strategies in education. Focuses on information necessary to be a skilled consumer of research conducted by others and on application of these results in planning, implementing, and evaluating comprehensive services for learners with special needs. Emphasizes methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written report of the findings.

#### **BEHV 416 Applied Research II**

Requires students to plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learners with special needs.

*Simmons Behavior Analysis students are actively engaged in research. Recent publications include:*

Cameron, M.J., Maguire, R.W., & McCormack, J. (online 2011). Stress-induced binge eating: A behavior analytic approach to assessment and intervention. *Journal of Adult Development*

Allen, R., Kupfer, J. & Malagodi, E.F. (2008). The reinforcing effects of houselight illumination during chained schedules of food presentation. *Journal of the Experimental Analysis of Behavior*, 90, 187-205.

Sweeney-Kerwin, E. J., Carbone, V. J., O'Brien, L., Zecchin, G., & Janecky, M. N. (2007). Transferring control of the mand to the motivating operation in children with autism. *The Analysis of Verbal Behavior*, 23, 89-102.

Lee-Vieira, A., Mayer, M.D., & Cameron, M.J. (2006). Constructed-response spelling and literacy development: An application in an urban classroom. *Journal of Behavioral Interventions*. 21, 111–122.

Cameron, M.J., Shapiro, R., & Ainsleigh, S.A. (2005). Bicycle riding: Pedaling made possible through positive behavioral interventions. *Journal of Positive Behavior Interventions*, 7(3), 153-158.

## Coursework continued:

### **BEHV 426 Behavioral Assessment**

Focuses on the identification of functional relationships and the evaluation of interventions from information gained through behavioral assessment. Teaches how to conduct descriptive analyses and how to systematically manipulate variables to demonstrate functional relationships between the educational environment and behavior.

### **BEHV 427 Methodologies for Changing Behavior**

In this course, students will learn how to establish, strengthen, and weaken target behaviors. Emphasis will also be placed on the generalization and maintenance of established behavioral repertoires.

### **BEHV 430 Legal and Ethical Issues**

Legal and ethical responsibilities to learners with special needs and their families are reviewed. Students will learn to reference their professional behavior to ethical considerations such as the learner's dignity. Students will also become familiarized with the legal and/or regulatory requirements of the state or agency within which they provide services.

### **BEHV 434 Pedagogy and Systems in Behavioral Education**

This course teaches instructional design and evidence-based educational practices in behavior analysis.

### **BEHV 437 Data Collection, Display, and Interpretation**

This course reviews methods for obtaining data on operationally defined target behaviors. Students will also learn how to visually display quantitative data, interpret data, and make data-based decisions about program interventions.

### **BEHV 445 Advanced Applied Behavior Analysis**

General issues regarding the selection of behavior change procedures are reviewed. Students will also learn how to transfer technology to teachers in private and public settings and to the families of learners with special needs.

### **BEHV 465A Seminar: Theoretical and Applied Issues**

### **BEHV 465B Seminar: Skinner's Verbal Behavior**

### **BEHV 461 Mentoring and Supervision (2 credits)**

### **BEHV 462 Mentoring and Supervision (2 credits)**

### **BEHV 463 Mentoring and Supervision (2 credits)**

### **BEHV 464 Mentoring and Supervision (2 credits)**

## *Contact Us*

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