

## Instructor/TA Info

### Instructor Information

**Name:** Christian Sabey  
**Office Location:** 340K McKb  
**Office Phone:** 8014228361  
**Office Hours:** Only By Appointment  
**Email:** christian\_sabey@byu.edu  
**Cell:** 8015807399

### TA Information

**Name:** Kayla Perkes  
**Email:** kaylaperkes@gmail.com

## Course Information

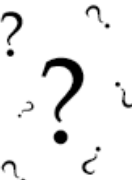
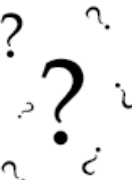
### Description

In this course we will learn the building blocks of human behavior. We will learn how to assess and make decisions about human behavior and some applications for changing human behavior. Two major focuses of this class will be learning learning how to do *functional behavior assessments* and *data-based decision making* or *data-based individualization*.

### Prerequisites

The prerequisite for this class is an intense desire to help students who engage in challenging behavior.

### Materials

	Item	Price (new)	Price (used)
	<u>Behavior Modification Principles and Procedures 6e - Required</u> by Miltenberger, R	220.00	165.00
	<u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R	174.00	130.50

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

### Grading Policy

All quizzes are administered during class. **You cannot make up any quizzes.** You will be able to drop your lowest quiz score. The reason for dropping the lowest quiz score is to account for an emergency. It is not to account for just having an off day.

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When we grade your work, there will always be an element of "making a judgement". You may disagree with the judgement that we have made, but we typically will not change grades based on a disagreement about a judgement. If we have made a mistake, which we do, let us know and we'll make the correction.

### Participation Policy

Please come prepared with at least one question for each class period. You don't have to ask a question each class period, but come prepared with a question. We have limited time together and a lot to learn.

### Attendance Policy

Your attendance will be tracked via Nearpod. If your attendance becomes a problem then your grade may be adjusted accordingly.

### Classroom Procedures

## Classroom Procedures

Expectations:

1. Be present (physically, mentally, and spiritually)
2. Be curious (ask questions, wonder why, look for contradictions, look for applications)
3. Be generous/gracious (help where you can, allow others to make mistakes, try to understand others)
4. Be determined (stick with it, give your best effort)

## Study Habits

Eyring\_Henry\_1997\_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&](#)

[pubhash=earGZwF1rVJEq\\_jvXDBgRjb4uf3heQPPpW\\_FGx5AB0Yqc\\_C49ibLx\\_H3RTCxWizMWxNco](#)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you find that you are not spending that much time on this class, please consider how you might learn the material better by devoting more time to it. For example, you could re-read the chapter or work on committing certain terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material.

If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

## Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

## Feedback

A behavior analytic explanation of learning includes emitting behavior and having our behavior shaped. Shaping requires feedback. My ability to become a better teacher is dependent on getting feedback. Please feel free to give me feedback on my teaching, the class, or any other aspect of my behavior. Feedback will not always lead to making a change, but without it no change can be made.

## Diversity and Inclusion

In the CPSE Department, we value and respect every person and seek to promote multicultural competence. Consequently, we need to take steps to listen to, learn from, and respect one another, such as proactively considering others' views and persisting to find common ground and mutually beneficial solutions when differences inevitably occur. Awareness of "the gift of personal dignity for every child of God"(i) includes seeing both similarities and differences without simplification, overgeneralization, or minimization of historical and ongoing oppression – with an explicit intent to “eliminate any prejudice, including racism, sexism, and nationalism(ii)...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges.”(iii) Our aim of interpersonal unity and collective wellbeing requires welcoming diverse perspectives and experiences as we “work tirelessly to build bridges of understanding.”(iv) Achieving the ultimate unity we seek, a Zion community, entails genuine efforts to maintain mutual trust,

fostered by principles of equity, charity, collaboration, and inclusiveness. If you witness actions or intentions counter to these objectives, we request that you please kindly share your perspectives with those involved rather than remain silent and if we faculty are part of the problem, we invite you to speak with us, the department chair, or college dean. When you witness actions supportive of inclusion or indicative of multicultural competence, please also share those positive observations to foster a synergistic climate in our class and program.

i Elder Jeffrey R. Holland, “A Perfect Brightness of Hope”, April, 2020

ii Elder M. Russell Ballard, “The Trek Continues”, October, 2017

iii President Russell M. Nelson, “The Love and Laws of God”, September, 2019

iv President Russell M. Nelson, “The Love and Laws of God”, September, 2019

## Assignments

### Assignment Descriptions

#### Quiz#1

Jan

12

Due: Thursday, Jan 12 at 11:59 pm

#### Quiz #3

Jan

17

Due: Tuesday, Jan 17 at 11:59 pm

#### IRIS Definition and Measurement Cases

Jan

24

Due: Tuesday, Jan 24 at 11:59 pm

Complete the IRIS Definition and Measurement cases and submit in learningsuite. Complete all 12 cases.

#### Hope nail biting case

Jan

26

Due: Thursday, Jan 26 at 11:59 pm

Please turn in the graph and a statement about what whether or not the intervention is working and how you know.

#### Define personal behavior change 1

Jan

26

Due: Thursday, Jan 26 at 11:59 pm

---

--

---

Write an operational definition of the behavior that you are going to work on changing for your

first personal behavior change project. Include the following:

1. An operational definition of the behavior (make sure it meets the components we have discussed in class),
2. The criterion you would like to achieve,
3. How you will measure the behavior (e.g., minutes of reading per day, number of versus per day, oz of water per hour).

#### Quiz #4

---

Jan

31

Due: Tuesday, Jan 31 at 11:59 pm

---

#### Quiz #5

---

Feb

02

Due: Thursday, Feb 02 at 11:59 pm

---

#### Quiz #6

---

Feb

07

Due: Tuesday, Feb 07 at 11:59 pm

---

#### Quiz #7

---

Feb

09

Due: Thursday, Feb 09 at 11:59 pm

---

#### Personal Behavior Change Project 1

---

Feb

09

Due: Thursday, Feb 09 at 11:59 pm

---

Please include the following in your personal behavior change project.

1. Operational definition of the behavior (must be a behavior)
2. Description of the intervention that you used to try to change the behavior. Please describe the behavior in enough detail that someone could replicate the intervention.
3. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
4. Provide a line graph showing a baseline and intervention phase. Use the [observechange.org](https://observechange.org) spreadsheet.
5. Provide a description of why you think the intervention did or did not work (it doesn't have to have worked) and what you might change on your next try, if it didn't work.

#### Quiz #8

---

**Feb****14**

---

**Quiz #9****Feb****16**

Due: Thursday, Feb 16 at 11:59 pm

---

**Quiz #10****Feb****23**

Due: Thursday, Feb 23 at 11:59 pm

---

**Quiz #11****Feb****28**

Due: Tuesday, Feb 28 at 11:59 pm

---

**Quiz #12****Mar****02**

Due: Thursday, Mar 02 at 11:59 pm

---

**Quiz #13****Mar****09**

Due: Thursday, Mar 09 at 11:59 pm

---

**Midterm****Mar****16**

Due: Thursday, Mar 16 at 11:59 pm

This exam will cover everything up to this point. The exam is closed note, closed book, closed neighbor, and closed internet (other than the browser for the exam). You must complete the exam in one sitting. You cannot start the exam, close it and come back to it.

---

**Quiz #14****Mar****16**

Due: Thursday, Mar 16 at 11:59 pm

---

**Quiz #15****Mar**

**21**Due: Tuesday, Mar 21 at 11:59 pm

---

**Quiz #16**

---

**Mar****23**Due: Thursday, Mar 23 at 11:59 pm

---

**Quiz #17**

---

**Mar****28**Due: Tuesday, Mar 28 at 11:59 pm

---

**Quiz #18**

---

**Mar****30**Due: Thursday, Mar 30 at 11:59 pm

---

**Quiz #19**

---

**Apr****04**Due: Tuesday, Apr 04 at 11:59 pm

---

**Quiz #20**

---

**Apr****06**Due: Thursday, Apr 06 at 11:59 pm

---

**Quiz #21**

---

**Apr****11**Due: Tuesday, Apr 11 at 11:59 pm

---

**Quiz #22**

---

**Apr****13**Due: Thursday, Apr 13 at 11:59 pm

---

**Define personal behavior change 2**

---

**Apr****13**Due: Thursday, Apr 13 at 11:59 pm

---

Write an operational definition of the behavior that you are going to work on changing for your second personal behavior change project. Include the following:

1. An operational definition of the behavior (make sure it meets the components we have discussed in class)

class,

2. The criterion you would like to achieve,
3. How you will measure the behavior (e.g., minutes of reading per day, number of versus per day, oz of water per hour).

### Personal Behavior Change Project 2

---

Apr

18

Due: Tuesday, Apr 18 at 11:59 pm

---

Please include the following in your personal behavior change project.

1. Operational definition of the behavior (must be a behavior)
2. Description of the intervention that you used to try to change the behavior. Please describe the behavior in enough detail that someone could replicate the intervention.
3. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
4. Provide a line graph showing a baseline and intervention phase. Create a graph consistent with the video <https://youtu.be/Fdg-Usj2K-g>
5. Provide a description of why you think the intervention did or did not work (it doesn't have to have worked) and what you might change on your next try, if it didn't work.

### Quiz #23

---

Apr

18

Due: Tuesday, Apr 18 at 11:59 pm

---

### Functional Behavior Assessment

---

Apr

19

Due: Wednesday, Apr 19 at 11:59 pm

---

Part 1: Define the behavior

- Write an operational definition of the behavior you are going to evaluate
  - Label, description, and measurement (do not include the goal in the definition)
- Pick a high-frequency, low-intensity behavior

Part 2: Indirect observation

- Conduct at least two indirect assessments
  - Use a form or process that you are confident in
- Summarize the data and **write a hypothesis statement**

Part 3: Direct observation

- Conduct direct observations of the behavior to test your hypothesis



- Collect enough data that you feel confident about the function of the behavior.

#### Part 4: Write a functional statement

- Write a statement addressing the four components of a functional statement
- Provide a justification for your functional statement (how did you arrive at your conclusion)

#### IRIS FBA Module (extra credit)

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

Complete the IRIS FBA Module and submit your answers here.

#### Extra credit

Apr  
19

Due: Wednesday, Apr 19 at 11:59 pm

There may be opportunities to earn extra credit.

#### Complete the Student Rating for Extra Credit

Apr  
20

Due: Thursday, Apr 20 at 11:59 pm

If you complete the student rating, you will receive extra credit.

#### The Real Final

Apr  
26

Due: Wednesday, Apr 26 at 11:59 pm

This exam will cover all of the content from this semester. Please don't use notes, books, friends, or the internet during the exam. Thanks and good luck

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of the academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all

its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotion and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God,

regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university

community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspective and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

### Schedule

Date	Topic	Reading/Content	Assign
Week 1			
M Jan 09 Monday			
T Jan 10 Tuesday			
Th Jan 12 Thursday	Introduction to the class and to behavior analysis	Chapter 1 Behavior Modification  Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of applied behavior analysis</i> , 1(1), 91-97. <a href="#">jaba00083-0089.pdf</a> <a href="#">Download</a>	<b>Quiz#</b>
Week 2			
M Jan 16 Monday	<b>Martin Luther King Jr Day</b>		
T Jan 17 Tuesday	Observing and Recording Behavior  Dimensions of ABA	Chapter 2 of Behavior Modification	<b>Quiz #</b>
Th Jan 19 Thursday	Graphing	Chapter 3 Behavior Modification	

	behavior		
Week 3			
T Jan 24 Tuesday	Graphing Behavior II	IRIS Defining behavior .pdf <a href="#">Download</a> IRIS Measuring Behavior .pdf <a href="#">Download</a>  Blair-Mahoney2022_Article_CreatingSingle-SubjectResearch (1).pdf <a href="#">Download</a>	<b>IRIS Defini and Meas Cases</b>
Th Jan 26 Thursday	Reinforcement	Chapter 4 Behavior Modification	<b>Defini perso behav chang Hope biting</b>
Week 4			
T Jan 31 Tuesday	Extinction	PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf <a href="#">Download</a>  Chapter 5 Behavior Modification  Review pgs. 76-87 (motivating operations and schedules of reinforcement)	<b>Quiz #</b>
Th Feb 02 Thursday	Punishment	Chapter 6 Behavior Modification	<b>Quiz #</b>
Week 5			
T Feb 07 Tuesday	Stimulus control	Chapter 7 Behavior Modification	<b>Quiz #</b>
Th Feb 09 Thursday	Shaping	Chapter 9 Behavior Modification	<b>Quiz # Perso Behav Chang Project</b>
Week 6			
T Feb 14 Tuesday	Prompting and Transfer of	Chapter 10 Behavior Modification	<b>Quiz #</b>

	Stimulus Control		
Th Feb 16 Thursday	Chaining	Chapter 11 Behavior Modification	Quiz #
Week 7			
T Feb 21 Tuesday	<b>Monday Instruction</b>		
Th Feb 23 Thursday	Understanding Problem Behavior Through Functional Assessment  Asynchronous Nearpod Lesson: Join code = <b>H9BLN</b>	Chapter 13 Behavior Modification	Quiz #
Week 8			
T Feb 28 Tuesday	Differential reinforcement	Chapter 15 Behavior Modification	Quiz #
Th Mar 02 Thursday	Antecedent control procedures	Chapter 16 Behavior Modification	Quiz #
Week 9			
T Mar 07 Tuesday	Midcourse Evaluation Review  Mid-term Review		
Th Mar 09 Thursday	Using punishment: Time-out and Response cost  Nearpod join code: HTIDG	Chapter 17 Behavior Modification  Self-paced lesson	Quiz # Midte Open:
Week 10			
T Mar 14 Tuesday	Mid-term		
W Mar 15 Wednesday			

Th Mar 16 Thursday	Introduction to Functional Behavior Assessment and Indirect Observation.	Functional Assessment p. 1-40 (Stop at Direct Observation)	<b>Midte Close Quiz #</b>
Week 11			
T Mar 21 Tuesday	Functional behavior assessment: Direct observation.	Functional Assessment p. 41-66	<b>Quiz #</b>
Th Mar 23 Thursday	Behavioral skills training	Chapter 12 Behavior Modification	<b>Quiz #</b>
Week 12			
T Mar 28 Tuesday	Preference assessments	<p>Follow the link below, read, and study the website on preference assessment. There are links to videos. Please watch the videos.</p> <p><a href="http://ebip.vkcsites.org/preference-assessments/">http://ebip.vkcsites.org/preference-assessments/</a></p> <p>Follow the links below</p> <p><a href="https://masteraba.com/reinforcer-preference-assessment/">https://masteraba.com/reinforcer-preference-assessment/</a></p> <p><a href="https://www.appliedbehavioranalysis.com/preference-assessments/">https://www.appliedbehavioranalysis.com/preference-assessments/</a></p> <p>Read the article included below: PREFERENCE ASSESSMENT PROCEDURES Preference Assessment Procedures for Individuals With Developmental Disabilities.pdf <a href="#">Download</a></p>	<b>Quiz #</b>

Th Mar 30 Thursday	Positive punishment and Ethics of Punishment	Chapter 18 Behavior Modification	Quiz #
Week 13			
T Apr 04 Tuesday	Generalization and maintenance	Chapter 19 Behavior Modification	Quiz #
Th Apr 06 Thursday	Panel Discussion: My family will be here. Come with questions.  Applying extinction	Chapter 14 Behavior Modification	Quiz #
Week 14			
T Apr 11 Tuesday	Data-Based Decision Making or Data-Based Individualization	Using Data to Intensify Behavioral Interventions for Individual Students.pdf <a href="#">Download</a> Intensive Behavior Intervention- What Is It, What Is Its Evidence Base, and Why Do We Need to Implement Now-.pdf <a href="#">Download</a>	Quiz #
Th Apr 13 Thursday	Review for the final	Bring all your questions.	Defin perso behav chang Quiz #
Week 15			
T Apr 18 Tuesday	Open Q&A and final exam review		Perso Behav Chang Proje Quiz #

W Apr 19 Wednesday	<p><b>Last Day of Class</b></p> <p>Final exam review.</p> <p>Come prepared with questions.</p> <p>Final Exam: 341 MCKB 7:00am - 10:00am</p>	<a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a>	<p><b>Extra IRIS F Modu (extra Funct Behav Asses</b></p>
Th Apr 20 Thursday	<p><b>Exam Preparation Day</b></p>		<p><b>Comp Stude Ratin Extr</b></p>
F Apr 21 Friday	<p><b>Final Exam Day</b></p>		<p><b>The R Final</b></p>
Week 16			
T Apr 25 Tuesday	<p><b>Final Exam Day</b></p>		
W Apr 26 Wednesday			<p><b>The R Final</b></p>