

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This course is designed to prepare

- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others (with no prior formal behavioral training)

who work with children and developmentally disabled adults to perform

- competent functional behavior assessments and
- evidence-based behavioral intervention plans

in practicum and other applied settings at a level commensurate with first year, basic training for a Board Certified Behavior Analyst (BCBA). The learning outcomes for this course were developed based on required content from the Behavior Analysis Certification Board (BACB) Task List, 5th Edition. Specifically, the following items will be addressed in this course.


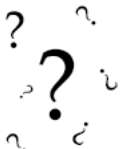
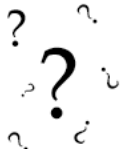
Section 2: Applications
F. Behavior Assessment
F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
F-2 Determine the need for behavior-analytic services.
F-3 Identify and prioritize socially significant behavior-change goals.
F-4 Conduct assessments of relevant skill strengths and deficits.
F-5 Conduct preference assessments
F-6 Describe the common function of problem behavior.
F-7 Conduct a descriptive assessment of problem behavior.
F-8 Conduct a functional analysis of problem behavior.
F-9 Interpret functional assessment data.

Prerequisites

There are no formal prerequisites for this course. It is a graduate level course required for the School Psychology and Special

Education graduate programs. Undergraduate students may register for the class in special circumstances with the permission from Drs. Charlton or Gabrielsen and the student's major advisor. Undergraduate courses in the assessment of social behavior are offered through the CPSE department (e.g., CPSE 410).

Materials

Item	Price (new)	Price (used)
Choose 1 of the following options:		
<i>Option 1: 1 Item</i>		
 <u>Applied Behavior Analysis 3e eBook - Required</u> by Cooper, J		
OR <i>Option 2: 1 Item</i>		
 <u>Applied Behavior Analysis 3e - Required</u> by Cooper, J	153.35	115.00
 <u>Functional Assessment and Program Development for Problem Behavior 3e - Optional</u> by O'Neill, R	174.00	130.50

Learning Outcomes

Fundamental Knowledge of Applied Behavior Analysis

Students will demonstrate knowledge of basic terminology, fundamental principles, and ethical applications of applied behavior analysis (ABA).

Behavior Problem Solving

Students will demonstrate comprehensive skills in high-quality functional behavior assessments, including observations, interviews, and consultation with students, families and educators.

Behavioral Intervention Planning

Using data from functional behavior assessments (FBA), students will demonstrate ability to create a behavioral intervention plan (BIP) for a student or child/adolescent that is evidence-based. The BIP will be implemented in a real-world setting and data collected, reported, and graphed to show effects. BIPs will also include planning for generalization.

Progress Monitoring and Data-Based Decision Making

Students will gather baseline behavioral data, intervention data, and generalization data and report effects of the intervention using narratives, graphics, and effect sizes. Students will monitor progress at throughout the intervention phase, making adjustments and changes if no effects or detrimental effects are observed.

Writing

Students will complete a written case study reporting and summarizing their work on an individual behavior change case throughout the semester.

Professional Preparation

Students will show competencies required by professional licensing bodies through written exams and in-class quizzes (e.g., BCBA licensing exam, School Psychology PRAXIS exam, EPPP psychology exam)

Informed and Appropriate Services for Diverse Students and Families

Students will incorporate diverse perspectives of families and individuals as they gather data on functions of behavior and plan for developmentally sensitive and culturally responsive communication and intervention.

Grading Scale

Grades	Percent
A	93%

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

Grading Policy

Assignments are due at the beginning of class or at the times posted on Learning Suite.

- Late assignments are worth 50% for up to a week
- Work that is more than one week late, will not be accepted.
- Academic honesty will be strictly enforced.
- NO Plagiarism

Participation Policy

We are grateful for the in person learning opportunities available to us at BYU. Please take the initiative to make this semester special. Actively participate in every way you can. As your instructor, I am working to create opportunities for everyone to participate in a meaningful way each class. Those built-in opportunities, however, will be insufficient for you to really master the material. Mastery requires more in depth engagement and active responding every opportunity you have to engage in the class. Here are some examples of active engagement that you might consider.

Examples of active participation:

- attending class
- asking questions
- answering questions
- making comments (kudos for comments that relate to material in the text or sharing brief, relevant experiences)
- responding to something another student says
- answering a question asked by a student
- constructively disagreeing with something in class

Non-examples:

- staring at your computer/phone during lecture/discussions
- speaking without being recognized
- making off-topic comments during group discussions
- unjustified fault finding or negativity
- making fun or otherwise berating something said by another person

Assignments

Assignment Descriptions

Placement Test

Sep
11

Due: Monday, Sep 11 at 11:59 pm

Please complete this ungraded test. This "quiz" is worth 10 points. Points will be awarded based on completion rather than performance. The quiz covers content in Chapters 1-5 of the Cooper text and should be completed without notes. Please do your best as this test will help me determine which concepts we need to cover in greater detail.

Quiz - Current Dimensions

Sep

13

This quiz will cover content from Chapter 1, the Slocum article on Evidence Based Practice, and the two Baer, Wolf, and Risley articles included in your readings for this week. Your personal notes on the material may be used during the quiz.

Quiz - Concepts & Principles

Sep

20

Due: Wednesday, Sep 20 at 5:00 pm

This quiz will cover content from Chapter 2, the Slocum article on Evidence Based Practice, and the CEC quality indicators. Your personal notes on the material may be used during the quiz.

Quiz - Treatment Goals

Sep

27

Due: Wednesday, Sep 27 at 5:00 pm

Parental Consent

Sep

27

Due: Wednesday, Sep 27 at 11:59 pm

FBA-BIP Parent Consent Form 2020.doc [Download \(plugins/Upload/fileDownload.php?fileId=37daab73-1R9V-isTw-oYdo-bucb19b3c7fd&pubhash=Lm-ls-_opQmlkC8gf6zV4LSuoM7aslED92QcNSbviHZfEdxgFEYtkx0mTZc-XzeWbkTi-4Djyh-aoJyWawqUwQ==\)](#)

The attached consent form should be signed by the student's parents indicating consent for support services and participation in the case. Student assent is required in all cases where the student has the capacity to comprehend the content of the consent form or a developmentally-appropriate oral summary of the content. If the school or clinic has a consent form that they require you to use instead of the attached form, please upload a copy of the signed form to learning suite **and** shared a copy of the attached form with parents to ensure they have a copy of the contact information for your university supervisors.

Quiz - FBA

Oct

04

Due: Wednesday, Oct 04 at 5:00 pm

Case Consultation FBA

Oct

04

Due: Wednesday, Oct 04 at 11:59 pm

You must schedule a time to meet with Dr. Charlton to discuss your case. Once the consultation is complete you will receive the points for this assignment. Consultations should be completed prior to completing your FBA assignment.

Quiz - Antecedent Interventions

Oct

18

Due: Wednesday, Oct 18 at 5:00 pm

Quiz Differential Reinforcement

Oct

25

Due: Wednesday, Oct 25 at 5:00 pm

Functional Behavioral Assessment

Oct

25

Due: Wednesday, Oct 25 at 11:59 pm

Complete a Functional Behavior Assessment on a student exhibiting problem behavior in a school or clinical setting. The purpose of this assignment is to use empirically-supported practices to accurately identify the function of the client's problem behavior.

Analyze data from multiple sources using both quantitative and qualitative methods. Be sure to collect frequency and/or severity data on the problem behavior. If the traditional process of conducting interviews and collecting direct observation data is inconclusive, then you will need to explore alternative procedures.

Writeup a brief summary of this process with the included data. Your writeup should contain at least a description of the client's need for further assessment, an explanation of the assessment process (i.e., clear descriptions of the indirect and descriptive assessments), a graphic summary of the data you collected, and a summary/hypothesis statement explaining what you learned about the client's problem behavior and the conditions (e.g., setting events, antecedent conditions) that evoke the behavior.

Please use APA formatting conventions to credit sources and structure your writing. You DO NOT need to create a title page or running head.

Grading Rubric

	4	3	2	1
Client need			The need for further assessment is explained and details regarding the client and the context are provided.	There is missing information related to the client's need for assessment.
Indirect FBA	The interview questions and process are thoroughly described.	The interview questions or process are unclear.	A description of the interview questions or process is missing.	The interview questions and process is missing.
Descriptive FBA	The observation tool and procedures are thoroughly described.	The observation tool and procedures are unclear.	The observation tool or procedures are missing.	The observation tool and procedures are missing.
Graphic summary	The graphic summary clearly presents the frequency of specific consequences for problem behavior.	The graphic summary is unclear or inaccurately labeled.	The graphic summary is incomplete or does not provide frequency data.	The graphic summary is missing.
Summary statement	The summary or hypothesis statement clearly identifies the problem behavior, relevant antecedent conditions, and the putative function of the problem behavior.	One element is unclear or missing from the summary statement.	Multiple items are unclear or missing from the summary statement.	The summary statement is missing.

Conventions			The submission contains no more than two APA or grammatical error.	The submission contains more than two APA or grammatical errors.
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Midterm

Nov
01

Due: Wednesday, Nov 01 at 5:00 pm

Online Exam

Midcourse Evaluation

Nov
01

Due: Wednesday, Nov 01 at 11:59 pm

Quiz - Functional Analysis

Nov
08

Due: Wednesday, Nov 08 at 5:00 pm

Case Consultation BIP

Nov
08

Due: Wednesday, Nov 08 at 11:59 pm

You must schedule a time to meet with Dr. Charlton to discuss your case. Once the consultation is complete you will receive the points for this assignment. Consultations should be completed prior to completing your BIP assignment.

Quiz FCT

Nov
15

Due: Wednesday, Nov 15 at 5:00 pm

Behavioral Intervention Plan

Nov
15

Due: Wednesday, Nov 15 at 11:59 pm

Using the data from your FBA, create a Behavioral Intervention Plan (BIP) prior to implementing the intervention. If you are in a practicum setting, consult with relevant service providers in your school or clinic, including, but not limited to, your practicum supervisor and teacher assistance team. All consultations should be completed prior to submitting the assignment. Use the district BIP template where available.

The plan MUST include:

1. A statement summarizing the FBA findings/hypothesis
2. Prevention/antecedent strategies
3. Teaching procedures
4. Consequence manipulations
5. Implementation procedures
 - a. Be as detailed as possible. For example, include WHO will implement each procedure, WHAT exactly will be done, WHEN will they do it, and HOW will implementation fidelity and impact be evaluated.
6. Measures (problem behavior and the replacement behavior)
7. A crisis plan (what to do if everything goes wrong)
8. A generalization plan

o. A generalization plan

9. References supporting the efficacy of the approach (in text and an attached references section)

Finally, complete a self-evaluation of your FBA/BIP using the TATE form. The TATE rubric, your scores, and a brief summary of the results should be included with your submission.

FBA BIP TATE November 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=a27c3f14-CiFa-1wYH-P7p1-ze0be8404763&](#)

pubhash=Bq0II0ULSWIm8ENDPB2TEbJzOGD3JLlvxJ1iA_r7HHeuXYpB2O3sZjySDwNvDhQ92Lyi8LGzatG_!90dKOy3Ew==)

FBA BIP TATE Rubric December 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=9781abaa-YeXi-ARwM-PjVd-E7c882ee32c1&pubhash=f0yn69iilCe6vE99ZXhgcMVseQlc5w4PM1M_FBKq6gl0j5Yi7I3iwJI7eyl0N0uByhNdyRQvXMtyyzKEw-JbT8g==\)](#)

Functional Analysis Video

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

With a partner, film a video of your team conducting all four of the standard FA conditions. Submit a brief description of the process, a multi-element graph detailing your results, and a summary of your conclusions post conducting the FA.

Case Consultation Progress Monitoring

Nov
29

Due: Wednesday, Nov 29 at 11:59 pm

You must schedule a time to meet with Dr. Charlton to discuss your case. Once the consultation is complete you will receive the points for this assignment. Consultations should be completed prior to completing your FBA assignment.

Quiz Targeted Interventions & Generalization

Dec
06

Due: Wednesday, Dec 06 at 5:00 pm

Preference Assessment

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

With a partner, film a video of yourselves conducting two different preference assessments. You must identify highly, moderately, and not preferred items. Submit the video in a link along with a brief summary of the process and your conclusions based on the data you collected.

Progress Monitoring Data

Dec
06

Due: Wednesday, Dec 06 at 11:59 pm

Please submit a graph with baseline and intervention data. You must include all the required elements of a graphic display (Cooper et al., 2007) and at least three intervention data points. In addition, writeup a summary of your findings and provide some evidence of the reliability and validity of the data you have collected. APA guidelines should be followed for in-text citations and the included references section.

Behavioral Case Study

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Please write a detailed description of your case study using APA conventions. This writeup should include a detailed description of the student and intervention context (i.e., school). Remember to protect the anonymity and confidentiality of all involved parties by using pseudonyms and judiciously selecting the information you include in the description of the context. For example, it may be relevant to include pertinent details about the individual's values, but unnecessary to describe in detail the street they live on or their favorite pair of shoes. In addition to contextual factors, you should include detailed descriptions of the assessment procedures, problem identification process with evidence supporting decision-making, a summary of the conclusions of the problem analysis process, intervention procedures, and the evaluation process. Please include supporting tables and figures. Your graphic summary should include 3-5 data points in baseline, no less than six data points in treatment/intervention, and at least

graphic summary should include 3-5 data points in baseline, no less than six data points in treatment/intervention, and at least three data points demonstrating maintenance/generalization.

This project will be evaluated the guidelines for evaluating and analyzing behavior change (Cooper, Heron, & Heward, 2007, Chapter 6 p. 149-155 and Chapter 7). Please complete a self-evaluation of your case study and attach these results in Appendix A. Remember to include all five rubrics, your scores for each item, and your comments on each rubric in Appendix A. You might also want to include deidentified versions of your FBA and BIP as additional appendices.

Behavior Case Sample Charlie Brown.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ed8b026d-3gwW-Ei8E-Zew1-Ye5a0fbc72c0&pubhash=IWH1sHxJq79wXeU9JgD4K3vqubu9iJ9to0nZm6EwMxuatLmXWrZp1UXXqz2JJ-gQPSuOKiM-3w31yJx5ikxSJA==\)](#)

Behavior Case Study Report Sample.doc [Download \(plugins/Upload/fileDownload.php?fileId=83c466b3-5dLS-AfNB-Kc5l-r10edbd05027&pubhash=POa2q7fBTd6w7KP9LeTrxaMXRK0uob2YEdQFTpHEVoHRIPMDvzmLxtzwmCn-9C_EgLTkZptdxa1Wla7AZn23nQ==\)](#)

Presentation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

You will have between 10-15 minutes to present your case. Please remember to include a detailed description of the FBA, BIP, and progress monitoring data.

Final Exam

Dec
14

Due: Thursday, Dec 14 at 11:59 pm

Final Student Rating

Dec
15

Due: Friday, Dec 15 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their 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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment should be reported to the Title IX Coordinator at 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title

IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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, 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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code. It is also unethical to post your own work (study sheets, papers) from the course on file sharing websites as you are encouraging others to engage in plagiarism. These policies continue indefinitely (not limited to the duration of the semester or term you take this course).

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 devotional 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.

Mental Health Concerns

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>).

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 perspectives 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.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community.

violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Topics & Standards	Readings & Assignments
Week 1		
T Sep 05 Tuesday	Start of Classes	Quiz - Treatment Goals Opens Placement Test Opens Quiz - Current Dimensions Opens Quiz Differential Reinforcement Opens Quiz - Concepts & Principles Opens Quiz - Antecedent Interventions Opens Quiz - FBA Opens Quiz - Functional Analysis Opens
W Sep 06 Wednesday	Welcome to the special education MS program and introduction to CPSE 614!	Read the syllabus Prayer & Inspirational Thought Sign-up Individual Case Consultations
Week 2		
M Sep 11 Monday		Placement Test Closes

<p>W Sep 13 Wednesday</p>	<p>Dimensions of Behavior Analysis</p> <p>BACB A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</p> <p>BACB A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, parsimony, pragmatism).</p> <p>BACB A-3 Describe and explain behavior from the perspective of radical behaviorism.</p> <p>BACB A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley 1968).</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2020). Chapter 1 Definition and Characteristics of Applied Behavior Analysis (3rd edition p. 2-24) Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 20(4), 313-327. doi: 10.1901/jaba.1987.20-313 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. doi: 10.1901/jaba.1968.1-91 <p>Quiz - Current Dimensions Closes</p>
<p>Week 3</p>		
<p>W Sep 20 Wednesday</p>	<p>Basic Concepts and Principles</p> <p>BACB H-1 State intervention goals in observable and measurable terms.</p> <p>BACB F-2 Determine the need for behavior-analytic services.</p> <p>BACB F-3 Identify and prioritize socially significant behavior-change goals.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2020). Chapter 2 Basic Concepts and Principles (3rd edition p. 25-46) Slocum, Dietrich, Wilczynski, Spencer, Lewis, & Wolfe (2014). <i>The Evidence-Based Practice of Applied Behavior Analysis</i>. doi: 10.1007/s40614-014-0005-2 CEC Quality Indicators <p>Quiz - Concepts & Principles Closes</p>
<p>Week 4</p>		
<p>W Sep 27 Wednesday</p>	<p>Selecting and Defining Target Behaviors</p> <p>BACB F-3 Identify and prioritize socially significant behavior-change goals.</p> <p>BACB F-4 Conduct assessment of relevant skill strengths and deficits.</p> <p>BACB H-1 State intervention goals in observable and measurable terms.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper et al. (2020) - Chapter 3 Selecting and Defining Target Behaviors, p. 48-58, 67-71 Ross, Horner, & Higbee (2009) <i>Bully Prevention and PBS.pdf</i> Download <p>Parental Consent Quiz - Treatment Goals Closes</p>
<p>Week 5</p>		

W Oct 04 Wednesday	<p>Functional Behavior Assessment (FBA)</p> <p>Indirect/informant functional behavior assessment</p> <p>Direct assessments</p> <p>BACB F-7 Conduct a descriptive assessment of problem behavior.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2020). Chapter 27 Functional Behavior Assessment (3rd edition p. 628) O'Neill et al 2015 Functional Assessment and Program Development for Problem Behavior.pdf Download <p>Quiz - FBA Closes Case Consultation FBA</p>
Week 6		
W Oct 11 Wednesday	<p>Identifying Relevant Antecedent Events</p> <p>Setting events, motivating operations, and discriminative stimuli</p> <p>BACB F-6 Describe the common functions of problem behavior.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Poling, A., Lotfizadeh, A.D. & Edwards, T.L. Motivating Operations and Discriminative Stimuli: Distinguishable but Interactive Variables. <i>Behav Analysis Practice</i> 13, 502–508 (2020). doi: 10.1007/s40617-019-00400-2 Kennedy, C. H., & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. <i>Journal of Applied Behavior Analysis</i>, 26(3), 321-327. doi: 10.1901/jaba.1993.26-321 Horner, R. H., Day, H. M., & Day, J. R. (1997). Using neutralizing routines to reduce problem behaviors. <i>Journal of Applied Behavior Analysis</i>, 30(4), 601-614. doi:10.1901/jaba.1997.30-601 <p>Brittany ABC Data.pdf Download</p>
Week 7		
W Oct 18 Wednesday	<p>Manipulating Antecedent Conditions to Reduce Problem Behavior and Other Preventative Approaches</p> <p>High P Instructional Sequence</p> <p>Noncontingent Reinforcement (NCR)</p> <p>BACB G-2 Use interventions based on motivating operations and discriminative stimuli.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Asmus, J. M., Wacker, D. P., Harding, J. & Berg, W. K. (1999). Evaluation of antecedent stimulus parameters for the treatment of escape-maintained aberrant behavior. <i>Journal of Applied Behavior Analysis</i>, 32(4), 495. doi:10.1901/jaba.1999.32-495 <p>Quiz - Antecedent Interventions Closes</p>
Week 8		

W Oct 25 Wednesday	<p>Design and Evaluate Differential Reinforcement Procedures</p> <ul style="list-style-type: none"> Differential Reinforcement of Other (DRO) Behavior Differential Reinforcement of Alternative (DRA) Behavior DRL, DRI <p><i>BACB G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</i></p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2008) <ul style="list-style-type: none"> Chapter 24 p. 582 [Extinction] Chapter 25 p. 595 [DR] Auld, R. G., Belfiore, P. J., & Scheeler, M. C. (2010). Increasing pre-service teachers' use of differential reinforcement: Effects of performance feedback on consequences for student behavior. <i>Journal of Behavioral Education</i>, 19(2), 169-183. doi:10.1007/s10864-010-9107-4 <p>Functional Behavioral Assessment Quiz Differential Reinforcement Closes Midterm Opens</p>
Week 9		
W Nov 01 Wednesday	<p>Functional Analysis (FA) I: Standard Procedures</p> <p>BACB F-8 Conduct a functional analysis of problem behavior.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Iwata, B. A., & Dozier, C. L. (2008). Clinical application of functional analysis methodology. <i>Behavior Analysis in Practice</i>, 1(1), 3-9. doi: 10.1007/BF03391714 <p>Watch:</p> <ul style="list-style-type: none"> Functional Analysis of Problem Behavior 00:00-23:21 Hanley Functional assessment of severe problem behavior 10:30-39:23 (Gail's Case) <p>Midterm Closes Midcourse Evaluation Quiz Targeted Interventions & Generalization Opens Quiz FCT Opens</p>
Week 10		
W Nov 08 Wednesday	<p>Functional Analysis (FA) II: School Variations</p> <p>BACB F-8 Conduct a functional analysis of problem behavior.</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M., & Carreau, A. B. (2011). Classroom application of a trial-based functional analysis. <i>Journal of Applied Behavior Analysis</i>, 44(1), 19-31. doi: 10.1901/jaba.2011.44-19 Thomason-Sassi, J. L., Iwata, B. A., Neidert, P. L., & Roscoe, E. M. (2011). Response latency as an index of response strength during functional analyses of problem behavior. <i>Journal of Applied Behavior Analysis</i>, 44(1), 51-67. doi: 10.1901/jaba.2011.44-51 <p>Case Consultation BIP Quiz - Functional Analysis Closes</p>
Week 11		

W Nov 15 Wednesday	<p>Design and Evaluate the use of Functional Communication Training (FCT)</p> <p>Communicative responses</p> <p>BACB G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. <i>Behavior Analysis in Practice</i>, 1(1), 16. doi: 10.1007/BF03391716 Heath, A. K., Ganz, J. B., Parker, R., Burke, M., & Ninci, J. (2015). A meta-analytic review of functional communication training across mode of communication, age, and disability. <i>Review Journal of Autism and Developmental Disorders</i>, 2(2), 155-166. doi:10.1007/s40489-014-0044-3 <i>Tawni Selected Article</i> <p>Behavioral Intervention Plan Quiz FCT Closes</p>
Week 12		
T Nov 21 Tuesday	Friday Instruction	
W Nov 22 Wednesday	No Classes	
Week 13		
W Nov 29 Wednesday	<p>Conducting Preference Assessments</p> <p>Designing Behavior Interventions Plans (BIPs)</p> <ul style="list-style-type: none"> Contextual fit Implementation procedures <p><i>BACB F-5 Conduct preference assessments.</i></p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. <i>Journal of Applied Behavior Analysis</i>, 25(2), 491–498. doi: 10.1901/jaba.1992.25-491 Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. <i>Journal of Applied Behavior Analysis</i>, 33, 353–357. doi: 10.1901/jaba.2000.33-353 Cooper, Heron, & Heward (2007) Chapter 6 (ONLY visual analysis within and between conditions) <i>Jola Selected Article</i> <p>Functional Analysis Video Case Consultation Progress Monitoring</p>
Week 14		

W Dec 06 Wednesday	<p>Evaluate Generalization and Use Strategies to Promote Generalization</p> <p>BACB G-21 Use procedures to promote stimulus and response generalization.</p> <p>BACB G-22 Use procedures to promote maintenance</p> <p>Case Consultations 4-5PM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, & Heward (2008) <ul style="list-style-type: none"> ◦ Chapter 30 p. 714-749 (chapter title and end at modifying/terminating successful interventions) • LRBI manual Targeted interventions p. 87-101 • Wood, B. K., Umbreit, J., Liaupsin, C. J., & Gresham, F. M. (2007). A treatment integrity analysis of function-based intervention. <i>Education and Treatment of Children</i>, 30(4), 105-120. doi: 10.1353/etc.2007.0035 • <i>Patsy + Jesse Selected Article</i> <p>Preference Assessment Progress Monitoring Data Quiz Targeted Interventions & Generalization Closes</p>
Week 15		
W Dec 13 Wednesday	<p>Class Presentations!</p> <p>Link for shared google slides</p>	<p>Presentation Behavioral Case Study</p>
Th Dec 14 Thursday	<p>Last Day of Class</p> <p>Final Exam: TBA TBA 5:45pm - 7:45pm</p>	<p>Final Exam</p>
F Dec 15 Friday	<p>Exam Preparation Day</p>	<p>Final Student Rating</p>
Week 16		
T Dec 19 Tuesday	<p>Final Exam Day</p>	
W Dec 20 Wednesday	<p>Final Exam Day</p>	