

Instructor/TA Info

Instructor Information

Name: Blake Hansen

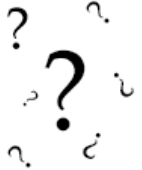
Office Location: 340-J MCKB

Office Phone: 801-422-4691

Email: blake_hansen@byu.edu

Course Information

Materials

Item	Price (new)	Price (used)
 <p><u>Bringing Out the Best in People: How to Apply the Astonishing Power of Positive Reinforcement - Required</u> by Aubrey C. Daniels</p>		

Learning Outcomes

Reasons for Supervision

Students will state the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).

Performance Expectations

Students will demonstrate how to establish clear performance expectations for the supervisor and supervisee.

Selecting Supervision Goals

Students will demonstrate how to select supervision goals based on an assessment of the supervisee's skills.

Personnel Training and Intervention

Students will demonstrate multiple methods to train personnel to competently performance assessment and intervention procedures.

Performance Monitoring, Feedback, and Reinforcement

Students will demonstrate the use of performance monitoring, feedback, and reinforcement systems.

Using Functional Assessment in Personnel Performance

Students will demonstrate the use of a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.

Demonstrate Function-Based Strategies

Students will demonstrate methods of using function-based strategies to improve personnel performance.

Evaluating the Effects of Supervision

Students will demonstrate multiple methods for evaluating the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

Grading Scale

Grade	Percent
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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%

Assignments

Assignment Descriptions

Quiz 1

May
31

Due: Wednesday, May 31 at 11:59 pm

Quiz 2

Jun
07

Due: Wednesday, Jun 07 at 11:59 pm

Discussion Leader

Jun
14

Due: Wednesday, Jun 14 at 11:59 pm

You will be the discussion leader once. After questions are submitted, you will read them and integrate them onto a PowerPoint presentation and lead the weekly discussion. This is worth 20 points.

Discussion Questions

Jun
14

Due: Wednesday, Jun 14 at 11:59 pm

2.5 points per discussion, 12 total

Submit 12 discussion questions (2 per week) worth 2.5 points each (30 points). Readings are designated as discussion question readings. Discussion questions are due on Monday nights at midnight before class.

Quiz 3**Jun
14**

Due: Wednesday, Jun 14 at 11:59 pm

Based on Daniels, Diener, and Nibley

Map of Performer Level**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Map of Organizational Level**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Intervention Description**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Operational Definition of Behavior**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Map of Process Level**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Obtain consent and permission**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Measurement System**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Identify Location**Jun
19**

Due: Monday, Jun 19 at 11:59 pm

Data from Intervention

Jun

19

Final Part C

Jun

22

Due: Thursday, Jun 22 at 6:59 pm

Based on Daniels, Diener, and Nibley

Final Part A

Jun

22

Due: Thursday, Jun 22 at 6:59 pm

Final Part B

Jun

22

Due: Thursday, Jun 22 at 6:59 pm

Point Breakdown

Categories	Percent of Grade
Quizzes	48.39%
Discussion	16.13%
Supervision Project	35.49%
Exam	0%

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

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 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, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Column 1	C 2
Week 1		
T May 02 Tuesday	Start of Classes (1st day)	

W May 03 Wednesday

Readings due

1. Syllabus
2. Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91. NOTE: As you read this article, think about how supervision pertains to the dimensions. For example, supervision is an applied activity and supervision should be analytic.
3. Review BACB *Ethics Code for Behavior Analysts* focus on supervision ethics and how you can help supervisees think ethically that went into effect on January 1, 2022.
<https://www.bacb.com/wp-content/uploads/2022/01/Ethics-Code-for-Behavior-Analysts-230119-a.pdf>

Assignments due

1. Participation
2. Sign up to be a discussion leader at <https://docs.google.com/spreadsheets/d/1CL8uNGiCuSzSUTYgB55bRj1sTUeSxNKzQ4VYbhBIbQo/edit?usp=sharing>

Post a question about the class in Digital Dialog

Week 2

W May 10 Wednesday	<p>Topic</p> <p>Responsibilities of the Supervisor</p> <p>Quiz</p> <p>The Peril of Traditional Management (p. 3-30) in Daniels, A. C., & Whitener, B. (2000). Bringing out the best in people: How to apply the astonishing power of positive reinforcement. New York, NY: McGraw-Hill.</p> <p>Discussion</p> <p>Sellers, T. P., Alai-Rosales, S., & MacDonald, R. P. F. (2016). Taking full responsibility: the ethics of supervision in behavior-analytic practice. <i>Behavior Analysis in Practice</i>, 9, 299-308.</p> <p>Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. <i>Behavior Analysis in Practice</i>, 9, 287-298.</p> <p>Additional Readings</p> <p>Gansle, K. A., Noell, G. H., & Freeland, J. T. (2002). Can't Jane read or won't Jane read? An analysis of pre-reading skills designed to differentiate skill deficits from performance deficits. <i>The Behavior Analyst Today</i>, 3(2), 161.</p> <p>Section 4 of the Behavior Analyst Certification Board's Ethics Code</p>
Week 3	
W May 17 Wednesday	<p>Topic</p> <p>Pinpointing a Behavioral Skill or Performance Deficit</p> <p>Quiz</p> <p>The Astonishing Power of Positive Reinforcement (Part 2) in Daniels, A. C., & Whitener, B. (2000). Bringing out the best in people: How to apply the astonishing power of positive reinforcement. New York, NY: McGraw-Hill.</p> <p>BACB Ethics Code Section 4</p> <p>Discussion</p> <p>Diener, L. H., McGee, H. M., & Miguel, C. F. (2009). An integrated approach for conducting a behavioral systems analysis. <i>Journal of Organizational Behavior Management</i>, 29, 108-135.</p> <p>Andzik, N. R., & Kranak, M. P. (2021). The softer side of supervision: Recommendations when teaching and evaluating behavior-analytic professionalism. <i>Behavior Analysis: Research and Practice</i>, 21(1), 65.</p>
Week 4	

W May 24 Wednesday	<p>Topic</p> <p>Supervision activities. Cultural responsiveness</p> <p>Quiz</p> <p>The Scientific Approach to Leadership (p. 97-138) in Daniels, A. C., & Whitener, B. (2000). <i>Bringing out the best in people: How to apply the astonishing power of positive reinforcement</i>. New York, NY: McGraw-Hill.</p> <p>Discussion</p> <p>Brodhead, M. T., Cox, D. J., & Quigley, S. P. (2018). The decision-making process of evidence-based practice. In <i>Practical ethics for effective treatment of autism spectrum disorder</i> (pp. 67-84). New York, NY: Academic Press.</p> <p>Garza, K. L. McGee, H. M, Schenk, Y. A., & Wiskirchen, R. R. (2017). Some tools for carrying our a proposed process for supervising experience hours for aspiring Board Certified Behavior Analyst ®. <i>Behavior Analysis in Practice</i>, 11, 62-70.</p>
Su May 28 Sunday	
Week 5	

W May 31 Wednesday	<p>Quiz</p> <p>Turing Good Intentions into High Performance (p.139-214) in Daniels, A. C., & Whitener, B. (2000). <i>Bringing out the best in people: How to apply the astonishing power of positive reinforcement</i>. New York, NY: McGraw-Hill</p> <ol style="list-style-type: none"> 1. LeBlanc, L. A., Raetz, P. B., Sellers, T. P., Carr, J. E. (2016). A proposed model for selecting measurement procedures for the assessment and treatment of problem behavior. <i>Behavior Analysis in Practice, 9</i>, 77-83. 2. Sellers, T. P., LeBlanc, L. A., & Valentino, A. L. (2016). Recommendations for addressing barriers to successful supervision. <i>Behavior Analysis in Practice, 9</i>, 309-319. 3. Valentino, A. L., LeBlanc, L. A., & Sellers, T. P. (2016). The benefits of group supervision and a recommended structure for implementation. <i>Behavior Analysis in Practice, 9</i>, 320-328.
Week 6	
W Jun 07 Wednesday	<p>Daniels: Read Chapter 20 and Epilogue (215-230)</p> <p>Turner, L. B., Fischer, A. J., & Luiselli, J. K. (2016). Towards a competency-based, ethical, and socially valid approach to the supervision of applied behavior analytic trainees. <i>Behavior Analysis in Practice, 9</i>, 287-298.</p> <p>Leaf, J. B. ... (2017). Concerns about the Registered Behavior Technician™ in relation to effective autism intervention. <i>Behavior Analysis in Practice, 10</i>, 154-163.</p> <p>Newhouse-Oisten, M. K., Peck, K. M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. <i>Behavior Analysis in Practice, 10</i>, 145-153.</p> <p>Carr, J. E., Nosik, M. R., & DeLeon, I. G. (2017). The Registered Behavior Technician™ credential: A response to Leaf et al. (2017). <i>Behavior Analysis in Practice, 10</i>, 164-166</p>
Week 7	

W Jun 14 Wednesday	<ol style="list-style-type: none"> 1. Newhouse-Oisten, M. K., Peck, K. M., Conway, A. A., & Frieder, J. E. (2017). Ethical considerations for interdisciplinary collaboration with prescribing professionals. <i>Behavior Analysis in Practice, 10</i>, 145-153. 2. McConachie, D. A. J., McKenzie, K., Morris, P. G., & Walley, R. M. (2014). Acceptance and mindfulness-based stress management for support staff caring for individuals with intellectual disabilities. <i>Research in Developmental Disabilities, 35</i>(6), 1216-1227. 3. Bethay, J. S., Wilson, K. G., Schnetzer, L. W., Nassar, S. L., & Bordieri, M. J. (2013). A controlled pilot evaluation of acceptance and commitment training for intellectual disability staff. <i>Mindfulness, 4</i>, 113-121.
Week 8	
M Jun 19 Monday	Juneteenth
T Jun 20 Tuesday	Last Day of Class Monday Instruction
W Jun 21 Wednesday	Exam Preparation Day
Th Jun 22 Thursday	Final Exam Day Final Exam: 341 MCKB 5:00pm - 6:50pm