

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: 340K McKb

Office Phone: 8014228361

Email: christian_sabey@byu.edu

TA Information

Name: Ashley Roberts

Email: aa798@byu.edu

Course Information

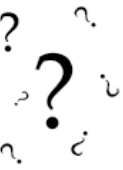
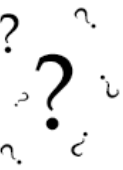
Description

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 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	238.00	178.50
 <u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R	188.00	141.00

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%

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 what 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

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

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.

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.

Notes

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

Assignments

Assignment Descriptions

Quiz #1

Jan
11

Due: Thursday, Jan 11 at 11:59 pm

Quiz #2

Jan
16

Due: Tuesday, Jan 16 at 11:59 pm

Quiz #3

Jan
18

Due: Thursday, Jan 18 at 11:59 pm

Observing and Recording Behavior

Jan
23

Due: Tuesday, Jan 23 at 11:59 pm

Complete this form (Observing and Recording Behavior.pdf [Download \(plugins/Upload/fileDownload.php?fileId=27a3e7bf-qK3B-euAo-l0aN-Q37a2a202f34&pubhash=FnJeHM_mbn6olvqaH3e6NbJLxieLMRimNEgNGbMaMTPuyK3vjTHCUrFH_limWtm1pHvD0HsezT](#)

[each of four dimensions of behavior. Turn in 4 forms, one for each dimension.](#)

[each of four dimensions of behavior. Turn in 4 forms, one for each dimension.](#)

Quiz #4

Jan
23

Due: Tuesday, Jan 23 at 11:59 pm

Quiz #5

Jan
25

Due: Thursday, Jan 25 at 11:59 pm

IRIS Definition and Measurement Cases

Jan
25

Due: Thursday, Jan 25 at 11:59 pm

Complete the IRIS Definition and Measurement cases by responding to the questions and submit in learningsuite. Complete all 12 cases.

The links are found in the schedule under reading/content on Thursday January 18th.

Quiz #6

Jan
30

Due: Tuesday, Jan 30 at 11:59 pm

33

Quiz #7Feb
01

Due: Thursday, Feb 01 at 11:59 pm

Define personal behavior change 1Feb
01

Due: Thursday, Feb 01 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 #8Feb
06

Due: Tuesday, Feb 06 at 11:59 pm

Quiz #9Feb
08

Due: Thursday, Feb 08 at 11:59 pm

Quiz #10Feb
13

Due: Tuesday, Feb 13 at 11:59 pm

Personal Behavior Change Project 1Feb
15

Due: Thursday, Feb 15 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.
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 #11Feb
15

Due: Thursday, Feb 15 at 11:59 pm

Extra credit- Julie B. Beck

Feb Due: Thursday, Feb 22 at 11:59 pm

22

Attending Julie B. Beck's lecture on February 22nd.

Quiz #12

Feb Due: Thursday, Feb 22 at 11:59 pm

22

Quiz #13

Feb Due: Tuesday, Feb 27 at 11:59 pm

27

Quiz #14

Feb Due: Thursday, Feb 29 at 11:59 pm

29

Quiz #15

Mar Due: Tuesday, Mar 05 at 11:59 pm

05

Quiz #16

Mar Due: Thursday, Mar 14 at 11:59 pm

14

Midterm

Mar Due: Thursday, Mar 14 at 11:59 pm

14

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 #17

Mar Due: Tuesday, Mar 19 at 11:59 pm

19

Hope nail biting case

Mar Due: Tuesday, Mar 19 at 11:59 pm

19

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

Functional Behavior Assessment

Mar Due: Thursday, Mar 21 at 11:59 pm

21

21

Due: Thursday, Mar 21 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)

Quiz #18**Mar
21**

Due: Thursday, Mar 21 at 11:59 pm

Quiz #19**Mar
26**

Due: Tuesday, Mar 26 at 11:59 pm

Define personal behavior change 2**Mar
26**

Due: Tuesday, Mar 26 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),
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 #20**Mar
28**

Due: Thursday, Mar 28 at 11:59 pm

Quiz #21**Apr
02**

Due: Tuesday, Apr 02 at 11:59 pm

Personal Behavior Change Project 2

Apr
04

Due: Thursday, Apr 04 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 this 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 #22

Apr
09

Due: Tuesday, Apr 09 at 11:59 pm

IRIS FBA Module (extra credit)

Apr
17

Due: Wednesday, Apr 17 at 11:59 pm

Complete the IRIS FBA Module and submit your answers here.

The Real Final

Apr
17

Due: Wednesday, Apr 17 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

Complete the Student Rating for Extra Credit

Apr
18

Due: Thursday, Apr 18 at 11:59 pm

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

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

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.

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.

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.

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>).

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	Topic	Reading/Content	Assignments	Slides
Week 1				
M Jan 08 Monday	Start of Classes			
T Jan 09 Tuesday	Introduction and Orientation			1.1 Intr 1.8.20
Th Jan 11 Thursday	Introduction to applied behavior analysis Observing and Recording Behavior	Behavior Modification Ch 1-2 Behavior Modification Ch 1-2.pdf Download	Quiz #1	1.2 AB 1.11.2
Week 2				
M Jan 15 Monday	Martin Luther King Jr Day			
T Jan 16 Tuesday	Graphing behavior	Chapter 3 Behavior Modification	Quiz #2	3 Meas 1.16.2

Th Jan 18 Thursday	Graphing Behavior II	Blair-Mahoney2022_Article_CreatingSingle-SubjectResearch (1).pdf Download IRIS Defining behavior .pdf Download IRIS Measuring Behavior .pdf Download	Quiz #3	4 Grap 1.18.24
Week 3				
T Jan 23 Tuesday	Reinforcement	Chapter 4 Behavior Modification	Quiz #4 Observing and Recording Behavior	5 Reini 1.23.24
Th Jan 25 Thursday	Extinction	Chapter 5 Behavior Modification Review pgs. 76-87 (motivating operations and schedules of reinforcement)	Quiz #5 IRIS Definition and Measurement Cases	6 Extin 1.25.24
Week 4				
T Jan 30 Tuesday	Punishment	Chapter 6 Behavior Modification	Quiz #6	7 Puni: 1.29.24
Th Feb 01 Thursday	Stimulus control	Chapter 7 Behavior Modification	Quiz #7 Define personal behavior change 1	8 Stim: 2.1.24.
Week 5				
T Feb 06 Tuesday	Understanding Problem Behavior Through Functional Assessment	Chapter 13 Behavior Modification	Quiz #8	9 Func 2.6.24.
Th Feb 08 Thursday	Introduction to Functional Behavior Assessment and Indirect Observation.	Functional Assessment p. 1-40 (Stop at Direct Observation)	Quiz #9 Graphing Video: https://youtu.be/ne7Gsz7UEQ0 Creating a Graph in Google Sheets.pdf Download	1.10 Fi Behavi 2.8.24.
Week 6				
T Feb 13 Tuesday	Functional behavior assessment: Direct observation	Functional Assessment p. 41-66	Quiz #10	11 FBA 2.23.24

	observation.			
Th Feb 15 Thursday	FBA Practice		Quiz #11 Personal Behavior Change Project 1	12 FB/ 2.15.24
Week 7				
T Feb 20 Tuesday	Monday Instruction			
Th Feb 22 Thursday	Shaping	Chapter 9 Behavior Modification	Extra credit- Julie B. Beck Quiz #12	13 Sha 2.22.24
Week 8				
T Feb 27 Tuesday	Prompting and Transfer of Stimulus Control	Chapter 10 Behavior Modification	Quiz #13	14 Pro 2.27.24
Th Feb 29 Thursday	Chaining	Chapter 11 Behavior Modification	Quiz #14	
Week 9				
T Mar 05 Tuesday	Behavioral skills training	Chapter 12 Behavior Modification	Quiz #15	
Th Mar 07 Thursday	Midcourse Evaluation Review Mid-term Review			
F Mar 08 Friday			Midterm Opens	
Week 10				
T Mar 12 Tuesday	Mid-term No class			
Th Mar 14 Thursday	Applying extinction	Chapter 14 Behavior Modification	Quiz #16 Midterm Closes	
Week 11				
T Mar 19 Tuesday	Differential reinforcement	Chapter 15 Behavior Modification	Quiz #17 Hope nail biting case	
Th Mar 21 Thursday	Antecedent control procedures	Chapter 16 Behavior Modification	Functional Behavior Assessment Quiz #18	
Week 12				
T Mar 26 Tuesday	Using punishment: Time-out and Response cost	Chapter 17 Behavior Modification	Define personal behavior change 2 Quiz #19	

Th Mar 28 Thursday	Positive punishment and Ethics of Punishment	Chapter 18 Behavior Modification	Quiz #20
Week 13			
T Apr 02 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>http://ebip.vkcsites.org/preference-assessments/</p> <p>Follow the links below</p> <p>https://masteraba.com/reinforcer-preference-assessment/</p> <p>https://www.appliedbehavioranalysis.com/preference-assessments/</p> <p>Read the article included below: PREFERENCE ASSESSMENT PROCEDURES Preference Assessment Procedures for Individuals With Developmental Disabilities.pdf Download</p>	Quiz #21
Th Apr 04 Thursday	Panel Discussion: My family will be here. Come with questions.		Personal Behavior Change Project 2
Week 14			
T Apr 09 Tuesday	<p>Generalization and maintenance</p> <p>Data-Based Decision Making or Data-Based Individualization</p>	<p>Chapter 19 Behavior Modification</p> <p>Using Data to Intensify Behavioral Interventions for Individual Students.pdf Download</p> <p>Intensive Behavior Intervention- What Is It, What Is Its Evidence Base, and Why Do We Need to Implement Now-.pdf Download</p>	Quiz #22
Th Apr 11 Thursday	Review for the final	Bring all your questions.	
Week 15			

T Apr 16 Tuesday	Open Q&A and final exam review			
W Apr 17 Wednesday	<p>Last Day of Class</p> <p>Final exam review.</p> <p>Come prepared with questions.</p> <p>Final Exam: 341 MCKB 7:00am - 10:00am</p>	https://iris.peabody.vanderbilt.edu/module/fba/	<p>IRIS FBA Module (extra credit)</p> <p>The Real Final</p>	
Th Apr 18 Thursday	Exam Preparation Day		<p>Complete the Student Rating for Extra Credit</p>	
F Apr 19 Friday	Final Exam Day			
Week 16				
T Apr 23 Tuesday	Final Exam Day			