

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: MCKB 340 Q

Office Phone: 8014228361

Email: christian_sabey@byu.edu

Cell:: 8015807399

TA Information

Name: Camille Masino

Email: camille.masino@gmail.com

Name: Adam Richardson

Office Phone: (801) 472-2432

Office Hours: Only By Appointment

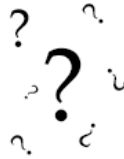
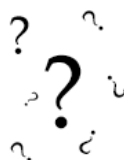
Email: adamrichardson@msn.com

Course Information

Description

The purpose of this class is to help you learn the fundamental principals that govern human behavior. You will also learn to conduct a functional behavior assessment and develop a behavior support plan.

Materials

Item	Price (new)	Price (used)
 <u>BEHAVIOR MODIFICATION - Required</u> by MILTENBERGER, R	228.00	171.00
 <u>FUNCTIONAL ASSESSMENT PROG DEV PROBLEM BEHAVIOR 3E -</u> <i>Required</i> by O'NEILL, R	184.00	138.00

Learning Outcomes

ABA history

(Knowledge-based objectives)

1. Describe the history of ABA.

Occurrence of Human Behavior

2. Describe several approaches for explaining the occurrence of human behavior.

Ethical and Responsible use of ABA

3. Describe the ethical and responsible use of ABA.

FBA and BIP

4. Describe the components of a Functional Behavior Assessment and Behavior Intervention Plan.

Target replacement behaviors

5. Describe the function and format of target replacement behaviors and behavior objectives.

Data collection

6. Describe data collection and graphing procedures.

Single-subject designs

7. Describe a variety of single-subject designs, their elements, how they are used, and when they are used.

Appropriate consequences

8. Describe the principles that underlie the selection of appropriate consequences and providing differential reinforcement.

Stimulus control

9. Describe stimulus control, its various facets, and how it is used.

Generalization procedures

10. Describe the principle components of generalization procedures and provide appropriate rationale for training for generalization.

Self-management

11. Effectively describe the elements of self-management and how it might be taught to children, youth, and adults.

FBA

(Skill-based objectives)

1. Use the Functional Behavior Assessment procedures to determine the function of an identified problem behavior.

TRB

2. Develop a target replacement behavior (TRB) that serves the same function as the identified problem behavior.

Behavioral objective

3. Develop a behavioral objective that corresponds with the target replacement behavior.

Behavioral Data

4. Observe, count, and graph behavioral data that is based on the target replacement behavior.

TRB

5. Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the TRB.

Appropriate techniques

6. Employ appropriate techniques for designing the Behavioral Intervention Plan. This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.

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 due at 10:30 am the day of class. You cannot make up any quizzes, if you miss a quiz, you miss a quiz. You will be able to drop your lowest quiz score.

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.**

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.

Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

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

Sep
11

Due: Monday, Sep 11 at 10:25 am

This quiz will cover Chapter 1 and the Baer et al. article.

Quiz #2

Sep
13

Due: Wednesday, Sep 13 at 10:25 am

This quiz will cover observing and measuring behavior (Chapter 2)

IRIS Measurement Cases

Sep
18

Due: Monday, Sep 18 at 10:25 am

Complete the IRIS Measurement cases and submit in learningsuite.

Quiz #3

Sep
20

Due: Wednesday, Sep 20 at 10:25 am

This quiz covers reinforcement (Chapter 4).

Define personal change behavior

Sep
20

Due: Wednesday, Sep 20 at 11:59 pm

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

Quiz #4

Sep

Due: Monday, Sep 25 at 10:35 am

25

This quiz covers extinction (Chapter 5).

Define problem behavior 1

Sep
25

Due: Monday, Sep 25 at 11:59 pm

Write an operational definition of a problem behavior

Functional Behavior Assessment IRIS Module

Sep
27

Due: Wednesday, Sep 27 at 11:59 pm

Turn in the answers to the IRIS module on Functional Behavior Assessment

Quiz #5

Oct
02

Due: Monday, Oct 02 at 10:25 am

This quiz covers punishment (Chapter 6)

Quiz #7

Oct
04

Due: Wednesday, Oct 04 at 10:25 am

This quiz covers both discriminative stimuli and functional understanding of behavior (Chapter 7, 13 and Introduction from O'Neill et al.)

Quiz #8

Oct
09

Due: Monday, Oct 09 at 10:25 am

This quiz covers p. 13-40 of the O'Neill book.

Quiz #9

Oct
11

Due: Wednesday, Oct 11 at 10:25 am

This quiz covers O'Neill p. 41-66.

Direct observations 1

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Indirect data collection 1

Oct
16

Due: Monday, Oct 16 at 11:59 pm

Functional behavior statement 1

Oct
18

Due: Wednesday, Oct 18 at 11:59 pm

Behavior support plan 1

Oct
23

Due: Monday, Oct 23 at 11:59 pm

Midterm

Oct
25

Due: Wednesday, Oct 25 at 11:59 pm

Quiz #13

Oct
30

Due: Monday, Oct 30 at 10:25 am

This quiz will cover measuring and graphing behavior (Chapter 3)

Define problem behavior 2

Oct
30

Due: Monday, Oct 30 at 11:59 pm

Quiz #15

Nov
06

Due: Monday, Nov 06 at 10:25 am

This quiz covers shaping (Chapter 9)

Functional behavior statement 2

Nov
06

Due: Monday, Nov 06 at 11:59 pm

Quiz #16

Nov
08

Due: Wednesday, Nov 08 at 10:25 am

This quiz covers prompting and transfer of stimulus control (Chapter 10)

Quiz #17

Nov
13

Due: Monday, Nov 13 at 10:25 am

This quiz covers chaining (Chapter 11)

Indirect data collection 2

Nov
13

Due: Monday, Nov 13 at 11:59 pm

Quiz #18

Nov
15

Due: Wednesday, Nov 15 at 10:25 am

This quiz covers differential reinforcement (Chapter 15)

Quiz #19

Nov

20 Due: Monday, Nov 20 at 10:25 pm

This quiz will cover antecedent control procedures (Chapter 16)

Direct observations 2

Nov 20 Due: Monday, Nov 20 at 11:59 pm

Quiz #22

Nov 27 Due: Monday, Nov 27 at 10:25 am

This quiz covers promoting generalization (Chapter 19)

Quiz #20

Nov 27 Due: Monday, Nov 27 at 10:25 am

This quiz covers using punishment (Chapter 20)

Behavior support plan 2

Nov 27 Due: Monday, Nov 27 at 11:59 pm

Quiz #23

Nov 29 Due: Wednesday, Nov 29 at 10:25 am

This quiz covers applying extinction (Chapter 14)

Quiz #24

Dec 04 Due: Monday, Dec 04 at 10:25 am

This quiz covers positive punishment and the ethics of punishment (Chapter 18)

FBA BSP Presentation

Dec 06 Due: Wednesday, Dec 06 at 11:59 pm

IEP response paper

Dec 06 Due: Wednesday, Dec 06 at 11:59 pm

Attend an IEP meeting and write a one-page response paper.

Personal Behavior Change Project

Dec 13 Due: Wednesday, Dec 13 at 11:59 pm

Extra credit

Dec

There may be opportunities to earn extra credit.

Final

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

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

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>).

Schedule

Date	Topic	Reading	Assignments
Week 1			
W Sep 06 Wednesday	Introduction to the class and to behavior analysis		Quiz #1 Opens
Week 2			
M Sep 11 Monday	Behavior analysis and special education	Chapter 1 and 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.	Quiz #1 Quiz #1 Closes Quiz #2 Opens
W Sep 13 Wednesday	Observing and measuring behavior	Chapter 2 PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf Download	Quiz #2 Quiz #2 Closes
Week 3			
M Sep 18 Monday	observing and measuring behavior part II	ics_measbeh.pdf Download	IRIS Measurement Cases Quiz #3 Opens
W Sep 20 Wednesday	Reinforcement	Chapter 4	Quiz #3 Closes Quiz #4 Opens Define personal change behavior
Week 4			
M Sep 25 Monday	Extinction	Chapter 5	Quiz #4 Closes Define problem behavior 1
W Sep 27 Wednesday	Beginning to understand the function of behavior (Christian is out of town at a conference)	https://iris.peabody.vanderbilt.edu/module/fba/ Complete this IRIS Module	Quiz #5 Opens Functional Behavior Assessment IRIS Module
Week 5			
M Oct 02 Monday	Punishment	Chapter 7	Quiz #5 Closes Quiz #7 Opens
W Oct 04 Wednesday	Stimulus control Understanding Problem Behavior Through Functional Assessment	Chapter 6 Chapter 13	Quiz #7 Closes Quiz #8 Opens
Week 6			

M Oct 09 Monday	Functional behavior assessment	O'Neill p. 1 to 40	Quiz #8 Closes Quiz #9 Opens
W Oct 11 Wednesday	Functional behavior assessment	O'Neill p. 41 to 66	Quiz #9 Closes
Week 7			
M Oct 16 Monday	Behavior support planning	O'Neill p. 67 to 86	Indirect data collection 1 Direct observations 1 Quiz #10
W Oct 18 Wednesday	Behavior support planning	O'Neill 87 to 104	Functional behavior statement 1 Quiz #11
Week 8			
M Oct 23 Monday	Behavior support planning	Alberto and Troutman Ch 3 Preparing Behavioral Objectives	Behavior support plan 1 Quiz #12
W Oct 25 Wednesday	Midterm: Open 10.18.17 to 10.25.17 Available online		Midterm Quiz #13 Opens
Week 9			
M Oct 30 Monday	Graphing behavior	Chapter 3	Define problem behavior 2 Quiz #13 Quiz #13 Closes
W Nov 01 Wednesday	Single-subject design Consider preference assessments instead	Alberto and Troutman Ch 6 Single Subject Design	Quiz #14 Quiz #15 Opens
Week 10			
M Nov 06 Monday	Shaping	Chapter 9	Functional behavior statement 2 Quiz #15 Quiz #15 Closes Quiz #16 Opens
W Nov 08 Wednesday	Prompting and Transfer of Stimulus Control	Chapter 10	Quiz #16 Quiz #16 Closes Quiz #17 Opens
Week 11			
M Nov 13 Monday	Chaining (Christian is out at Associates)	Chapter 11	Indirect data collection 2 Quiz #17 Quiz #17 Closes Quiz #18 Opens
W Nov 15 Wednesday	Differential reinforcement	Chapter 15	Quiz #18 Quiz #18 Closes

Week 12			
M Nov 20 Monday	Antecedent control procedures	Chapter 16	Direct observations 2 Quiz #20 Quiz #19 Quiz #20 Opens
T Nov 21 Tuesday	Friday Instruction		
W Nov 22 Wednesday	No Classes		Quiz #21 Quiz #22 Opens
Week 13			
M Nov 27 Monday	Promoting generalization	Chapter 19	Behavior support plan 2 Quiz #22 Quiz #20 Closes Quiz #22 Closes Quiz #23 Opens
W Nov 29 Wednesday	Applying extinction	Chapter 14	Quiz #23 Quiz #23 Closes Quiz #24 Opens
Week 14			
M Dec 04 Monday	Positive punishment procedures and the ethics of punishment	Chapter 18	Quiz #24 Quiz #24 Closes
W Dec 06 Wednesday	FBA and BSP presentations		FBA BSP Presentation IEP response paper
Week 15			
M Dec 11 Monday	FBA and BSP presentations		
W Dec 13 Wednesday	FBA and BSP presentations (Christian is out at Associates)		Personal Behavior Change Project
F Dec 15 Friday	Fall Exam Preparation (12/15/2017 - 12/15/2017)		Extra credit
Week 16			
M Dec 18 Monday			
W Dec 20 Wednesday			
Th Dec 21 Thursday	Final Exam: Available online 12.16.17 to 12.21.17		Final