

CPSE 614

Behavioral Assessment and Intervention

Fall 2015

Section 001: 341 MCKB on W from 4 pm - 7 pm; 3 credit hours

Instructor Information

Name: Terisa Gabrielsen

Office Phone: 801-422-5055

Office Hours: Wed, Thu 1:00pm-4:00pm

Or By Appointment

Email: Terisa_Gabrielsen@byu.edu

Course Information

BCBA Task List

Please refer to the complete Behavior Analyst Certification Board Fourth Edition Task List at

<http://bacb.com/wp-content/uploads/2016/03/160101-BCBA-BCaBA-task-list-fourth-edition-english.pdf>

Specific items from the Task List are included in the class schedule and in the Case Study Section of this syllabus.

APA Guidelines

Please refer to Learning Suite (Content: APA Guidelines) for the following statements and reports issued by the APA regarding testing and assessment:

Committee on Psychological Tests and Assessment, American Psychological Association. (2007) Recent Developments Affecting the Disclosure of Test Data and Materials: Comments Regarding the 1996 Statement on the Disclosure of Test Data. Author.

NASP Domains

(Downloaded 9/6/2013 from <http://www.nasponline.org/standards/practice-model/domains.aspx>) Refer to Schedule for linkage of domains to coursework. Practices That Permeate All Aspects of Service Delivery

Domain 1: Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and

data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

Domain 2: Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

Direct and Indirect Services for Children, Families, and Schools

Student-Level Services

Domain 3: Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.

Systems-Level Services

Domain 5: School-Wide Practices to Promote Learning

School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

Domain 6: Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

Domain 7: Family–School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

Foundations of School Psychological Service Delivery

Domain 8: Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity

factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

Domain 9: Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

School Psychology PRAXIS competencies

Data Based Decision Making and Accountability

1. Problem identification
 - a. Knows interview strategies
 - b. Knows various observational strategies
 - c. Understands appropriate use of background information (e.g. student records, medical records and reports, review of previous interventions, developmental history)
 - d. Understands appropriate use and interpretation of screening measures and methods
2. Assessment and problem analysis
 - a. Knows appropriate use and interpretation of a functional behavioral assessment
 - b. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics).
 - c. Knows how to use information and technology resources to enhance data collection.
 - d. Understands the use of ongoing data collection to systematically assess the quality and effectiveness of academic, mental health, and system-level services (e.g. intervention design and implementation, progress monitoring, treatment fidelity/integrity, learning outcomes).
3. Knowledge of measurement theory and principles
 - a. Is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures.
4. Assessment of special populations

- a. Is familiar with the assessment of students with low-incidence exceptionalities (e.g., chronic health impairments, severe physical disabilities, autism spectrum disorders, sensory impairments).

Consultation and Collaboration

1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services
 - a. Knows to use a problem-solving framework as the basis for all consultation and collaboration activities when planning, implementing, and evaluating academic and mental health services
 - b. Knows the various models of consultation (e.g., behavioral, mental health, instructional, organizational)
 - c. Knows the importance of facilitating communication and collaboration among diverse stakeholders (e.g., school personnel, families, community professionals, etc.)
2. Home/school/community collaboration (student level)
 - a. Knows strategies for working with a student's family (e.g. building relationships, collaborating on intervention plans, promoting habits such as building healthy lifestyles)
 - b. Knows strategies for working with community agencies/providers to support student's success

Direct and Indirect Services for Children, Families, and Schools (Student-level services)

- a. Interventions and Mental Health Services to Develop Social and Life Skills
3. Primary, secondary, and tertiary preventive strategies
 - a. Is familiar with common classroom organization and management techniques (e.g. time management, classroom rules, physical environment)
 - b. Knows how to conduct individual and small-group programs (e.g., social skills, training, conflict resolution)
 - c. Is familiar with risk factors associated with severe learning and mental health issues and designs appropriate intervention plans to address those issues
4. School-based intervention skills/techniques
 - a. Knows about appropriate intervention techniques for various developmental levels
 - b. Understands applied behavioral analysis and intervention

Systems Level Services

Preventive and Responsive Services

1. Knows common school/system-wide prevention programs (e.g., promoting safe school environments, positive behavioral support, bullying prevention, school climate assessment, policy development, programs promoting good health)

Foundations of School Psychological Service Delivery

1. Recognizes the importance of culture, background, and individual learning characteristics (e.g., age, gender, or gender identity, cognitive capabilities, social-emotional skills, developmental level, race, ethnicity, national origin, religion, sexual and gender orientation, disability, chronic illness, language, socioeconomic status) when designing and implementing interventions to achieve learning and behavioral outcomes.
2. Knows the importance of working with culture brokers or community liaisons to understand the needs of diverse learners
3. Recognizes the personal biases or biases in others that influence decision making, instruction, behavior, and long-term outcomes for students
4. Recognizes the importance of promoting fairness and social justice in educational programs and services

Legal, ethical and professional practice

1. Legal issues related to the practice of school psychology
 - a. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)
 - b. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

Best Practices for Positive Behavior Intervention and Support (PBIS) - NASP

Best Practices for Creating Safe and Successful Schools (Available online at: <https://www.nasponline.org/schoolsafetyframework>)

1. Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2. Implement a MTSS that encompasses prevention, wellness promotion, and interventions that increase with intensity based on student need, and promote close school community collaboration.
3. Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and

to help integrate services provided through school community partnerships into existing school initiatives.

4. Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans
 - a. are relevant to the school context,
 - b. reinforce learning,
 - c. make maximum use of existing staff resources,
 - d. facilitate effective threat assessment, and
 - e. Are consistently reviewed and practiced.

5. Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.

6. Employ effective, positive school discipline that
 - a. functions in concert with efforts to address school safety and climate;
 - b. is not simply punitive (e.g., zero tolerance);
 - c. is clear, consistent, and equitable; and
 - d. Reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline. (For further information with regards to school-to-prison pipeline refer to Discipline Procedures section of this document.)

7. Consider the context of each school and LEA and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.

8. Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

Reporting Suspected Child Abuse

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected

abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

It is not the responsibility of those reporting suspected abuse to personally investigate or prove abuse/neglect. It is not the responsibility of the person who is reporting the suspected abuse/neglect to determine whether the child is in need of protection. Investigations are the responsibility of the DCFS and local police.

During an investigation, school personnel must allow appropriate access to student records; must not make contact with parents/legal guardians of children being questioned by DCFS or local law enforcement; must cooperate with ongoing investigations; and must maintain appropriate confidentiality.

Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.
http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

Class Schedule

The class schedule is subject to change. You will be notified of any changes in advance through Learning Suite and by announcements in class. If any changes to the syllabus are necessary, you will also be notified by email to document the change. You will be asked to reply to the email to acknowledge receipt of the change information.

Description

This course is designed to prepare

- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others 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).

Materials

Item	Price (new)	Price (used)
APPLIED BEHAVIOR ANALYSIS 2E <i>Required</i> by COOPER, J	165.80	124.35
FUNCTIONAL ASSESSMENT PROG DEV PROBLEM BEHAVIOR 3E <i>Required</i> by O'NEILL, R	165.00	123.75

Prerequisites

There are no formal prerequisites for this course. It is a graduate level course that may be taken by undergraduate students with permission from Dr. Gabrielsen and the student's major advisor. Undergraduate courses in behavior are offered through CPSE department for undergraduate study.

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%

Participation Policy

Participation in this course will require you to bring behavioral case questions to the class discussion. The majority of these contributions will come from students in schools, but behavioral case questions from other settings are also important for you to

bring to the group discussion. Your input and questions are integral to the learning process. The behavioral assessment process is heavily dependent on asking questions, so you're learning and development will be contingent on your questions and participation in class. Your verbal input in class discussion is an important part of formative evaluation of your learning and competency.

Grading Policy

Grading of each assignment will be based on the demonstrated competency of the stated learning objectives. Professionalism in presentation of oral and written material is always among the competency criteria. Items that are turned in for feedback only will be graded on completion, not quality. Items turned in for final grading will be graded on all criteria listed in the assignment according to the level of professionalism and competency demonstrated. It is expected that work completed in the early weeks of the course will demonstrate a lower level of competency than work completed at the end of the course. This means that grades in earlier assignments will likely be lower and will increase as students gain competencies and professionalism. I will give you opportunities to review your preparation and give feedback on assignments that carry the most weight on your grade (exams and end-of-semester projects and papers) if they are turned in at least a week prior to the deadline.

Attendance Policy

The course will involve several observation and participation experiences outside of the regular classroom setting. These will be scheduled within the scheduled class time, and transportation to sites beyond walking distance from campus will be arranged with other class members in advance. Attendance at these field based learning sessions is expected on the same basis as attendance in the classroom. Missing any sessions will reduce your ability to meet the competency standards and expectations of the course.

Classroom Procedures

The behavioral nature of this course requires that our own behavior be examined from time to time. We will discuss videos and readings assigned outside of class and participate in demonstrations of behavioral interventions during class. Your participation in these in-class activities is expected to elicit disagreement and the need for more in-depth discussion from time to time. These occasions are very important to your learning and mastery of the course objectives. It is critical that all discussions and disagreements be conducted with mutual respect for the instructor and fellow classmates. Failure to maintain this atmosphere of respect will impair your own learning and that of others.

Study Habits

The texts for this course vary in difficulty, but all are critical to your understanding and mastery of course objectives and competencies. YOU CANNOT BE AN EFFECTIVE

CLINICIAN OR TEACHER WITHOUT MASTERY OF BEHAVIORAL THEORY. It is therefore very important that you complete assigned readings and videos. Questions from the readings will be asked in each class session. If keeping to a consistent study schedule is difficult for you, consult with Dr. Gabrielsen about a personalized behavioral plan to help you keep up with the reading and illustrate behavioral principles in an applied situation.

Teaching Philosophy

This course is taught as if all students are preparing for the BCBA exam and/or a doctoral level of study. Although the majority of students are not in either of these categories, all students who take this course do so with the intention of intervening for behavioral change in students or clients. Because behavioral techniques are very powerful, partial mastery or omitting advanced theories are not ethical courses of action in training. Although the cases you choose to work on are intended to be simplified to match your status as a novice at behavioral assessment and intervention, most real life cases are complex. Seek consultation from field supervisors and Dr. Gabrielsen to ensure that you are applying what you have learned effectively and correctly according to behavioral principles. Your grade is not the most important outcome from this class. Your ability to competently apply behavioral theory to best practices of assessment and intervention in behavior are the important outcomes.

HBLL Course Reserve Readings

Any course readings that are not in the text, freely available on the Internet, or available through HBLL will be placed on course reserves. In these cases, you will be given information on how to access course reserves.

HBLL Course Reserve Readings
Password is gab614

Assignment Descriptions

Restraint and Seclusion Video: Watch the Restraint and Seclusion video posted under "Content"

Observations in Kindergarten and Pre-School: Write a one paragraph summary of your observations in the BYU Kindergarten and Pre-school. The Kindergarten observation is to be written up as observation of on-task behaviors with specific data regarding the target student, the peers, and a description of how the observation was made. On-task and off-task rates should be reported separately for each observation, and behaviors should be defined. You should also describe the conditions of the observation (behind a mirror, in the room, on video, etc.)

The ABC observations (pre-school or kindergarten recess) are to be written up as narrative of behaviors with summaries or patterns observed in behaviors and their

antecedents and consequences. If all behavior is similar, summarize. If there are distinctly different behaviors, discuss them separately. Identify the Antecedents, Behaviors, and Consequences explicitly.

Parent Consent Form: You must have parent permission before you take any observational data or plan interventions for a student. Find the form on Learning Suite and have it signed by the parents before you begin collecting any data.

Functional Behavioral Assessment: Turn in your preliminary data and interpretation of the Functional Behavior Assessment (including interview and observation data) for feedback. Use the formats discussed in class and illustrated in the O'Neill text.

Education Revolution at Somersworth HS: Watch this 13 minute video about PBIS in a New Hampshire High School. If you would like to see more, there is a larger project called Who Cares About Kelsey (WCAK) with multiple excerpts on Vimeo under Dan Habib as the filmmaker. <http://vimeo.com/43931632>

Behavioral Intervention Plan: Using the data from your FBA and literature review, create Behavioral Intervention Plan prior to implementing the intervention. If you are in a practicum setting, consult with your practicum supervisor on the plan prior to turning it in.

Mid-Term Exam: Exam covering LRBI guidelines (all interventions) and ABA readings.

Progress Monitoring Data Due: Turn in your baseline data and progress monitoring data to date. Graph the data and insert a trend line.

Race to Nowhere: Watch this film about positive behavior support and environmental changes.

Behavioral Case Study: The project will be evaluated according to the NASP case study rubric. YOU MUST ATTACH YOUR OWN EVALUATION OF YOUR CASE ACCORDING TO THE RUBRIC AT THE END OF YOUR CASE STUDY. COPY AND PASTE THE RUBRIC TABLE AS THE LAST FEW PAGES OF YOUR CASE AND ENTER YOUR OWN COMMENTS ON HOW WELL YOU DID ACCORDING TO EACH CATEGORY.

For full credit, your case must have:

- at least 3 baseline data points
- FBA (you turn this in prior to the case study, but must detail the results in your case study)
- BIP (you turn this in prior to the case study, but must detail the plan in your case study)
- Minimum of 6 data points after implementation of the BIP has begun.

--3 Follow Up data points after the behavioral goal was achieved to determine maintenance.

The following BACB Tasks will be included in your case study:

- J -01 State intervention goals in observable and measureable terms
- J-02 Identify potential interventions based on assessment results and the best available scientific evidence.
- J-03 Select intervention strategies based on task analysis.
- J-04 Select intervention strategies based on client preferences
- J-05 Select intervention strategies based on client's current repertoires
- J-06 Select intervention strategies based on supporting environments
- J-07 Select intervention strategies based on environmental and resource constraints
- J-08 Select intervention strategies based on the social validity of the intervention.
- J-09 identify and address practical and ethical considerations when using experimental designs to demonstrate TX effectiveness.
- J-10 When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
- J-11 Program for stimulus and response generalization.
- J-12 Program for maintenance.
- J-13 Select behavioral cusps as goals for intervention when appropriate.
- J-14 Arrange instructional procedures to promote generative learning
- J-15 Base decision-making on data displayed in various formats.

Case presentation in class discussion: This can be done at any time during the semester. Informal case presentations based on practicum experiences.

Presentation of Evidence-Based Intervention Research: 10 minute presentation of your review of literature on your selected intervention topic

Intermediate Deadlines: Article 1, 2, and 3, Report topic of literature review

Based on your FBA, choose a topic to research that may provide you with ideas for intervention for your case study. Report the topic and provide at least 3 references to articles providing evidence of effectiveness to Dr. Gabrielsen for feedback.

Review of Evidence Based Intervention

Due: Thursday, Dec 10 at 11:59 pm

- Review the literature on a single behavioral intervention. The populations studied in these research papers should be between birth to age 21. Select 3-5 papers showing evidence of effectiveness (or ineffectiveness). Use the guidelines for strength of evidence (found in Content: Evaluation Criteria -- medical and behavioral guidelines given) to select the papers with the highest level of evidence. Publication dates should be within the last 10 years (2003 - 2013).

- Based on your review of the literature for this INTERVENTION (do not choose a condition or behavior), write a review of the selected papers and evaluate the level of evidence presented.
- Your review should address the target population (if applicable), target behavior(s), rationale for the intervention, key components of the intervention, outcome measures used to evaluate effectiveness, and cautions associated with the use of the intervention.
- You should also clearly tie your selected intervention and its effectiveness or lack thereof to behavioral principles.
- Attach the original articles to your paper.
- Use APA format. Intro/Methods/Discussion/Results (IMDR) organization.
- Length: 10-15 pages.

Final Exam: Applied behavioral principles (ABA text) and evidence based interventions

Extra credit:

Course Evaluation

A to Z of praise for a job well done

URLEND seminar attendance: You will earn 1 extra credit point for each hour of seminar attendance. Seminars are broadcast from the University of Utah every Friday between noon and 4 pm in room 343 MCKB. URLEND is an interdisciplinary training program from professionals who help children with special health care needs. For more information, please see the website at www.urlend.org. BYU is one of several sites in URLEND, which covers the 5 state area of Utah, Idaho, Wyoming, Montana, and North Dakota. Seminars are broadcast to each of the sites. The Seminar schedule is in the Content section for you to preview. I will be at each seminar and will take attendance and record your extra credit points.

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

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.

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. 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.

Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>

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

Child Abuse Reporting

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline 1-855-323-3237 (DCFS)

Toll free number in Utah: 1-800-678-9399

Based on current Utah law, all individuals—including school employees—who know or reasonably believe or suspect that a child has been neglected, or physically or sexually abused, must immediately notify the nearest police officer, law enforcement agency, or Department of Child and Family Protective Services (DCFS). Reporting suspected abuse/neglect to a principal, supervisor, school nurse or school psychologist does not satisfy the school employee's personal duty to report to law enforcement or DCFS.

All reports to the Utah Division of Child and Family Services remain strictly confidential. Any person making a report in good faith is immune from liability. Once a report is received, the case is assigned a priority depending on the seriousness of the abuse and the danger to the child.

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Failure to report suspected child abuse constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1,000 fine. For more specific information, refer to the following Internet link which offers a two-page handout for Utah educators. This information lists indicators of abuse.

http://www.preventchildabuseutah.org/cmsdocuments/ReportingAbuse_Educators.pdf

As a program, we expect our school psychology students to follow these guidelines. As challenging situations arise, seek support and guidance from field-based supervisors and department faculty. School psychology students are required to keep current with state law and when working outside of Utah, to be familiar with that specific state's law.

Schedule

READINGS MAY BE ADDED OR ASSIGNED TO DIFFERENT WEEKS ACCORDING TO DISCUSSION TOPIC CHANGES. ALL CHANGES WILL BE ANNOUNCED ON LEARNING SUITE AND IN CLASS IN ADVANCE.

Date	Topic	Preparation	Domains and BACB tasks
W1	First Day of Class	Watch Restraint and Seclusion under Content and Videos	NASP Domain 8: Diversity Domain 10: Ethical and Legal
	Overview of behavioral change with	ABA Cooper Chap 1 & 2 Def. &	BACB 4 th Ed. Task List:

	children and adolescents (Barkley)	<p>Characteristics of ABA, Basic Concepts, Chap 3 & 4 Selecting and Def. Target Behx and Measuring Behx</p> <p>O'Neill Chap. 1 & 2 Introduction and Functional Assessment and Analysis Strategies</p>	<p>A01 - A07 Measure Frequency, Rate, Duration, Latency, IRT, & of Occurrence, Trials to Criterion</p> <p>I-01, I-02 Define behx and environmental variables in observable and measurable terms.</p> <p>H-01 Select measurement system to obtain representative data given dimensions and logistics</p> <p>I-07 Design and conduct preference assessments</p>
W2	<p>Observe in Kindergarten Meet in JFSB1086. Bring at least 2 copies of each observation form (ABC and Behavioral Observation forms) and a clipboard if you have one.</p> <p>Ethical considerations in behavioral assessment and intervention</p>	<p>ABA Cooper Text Chap. 24 Functional Behavior Assessment</p> <p>ABA Cooper Chap 29 Ethical Considerations</p> <p>LRBI manual Emergency procedures, page 57 - 61 and page 111 - 113.</p> <p>Good Classroom Management (LRBI manual pages 27 - 37)</p>	<p>Domain 1: Data</p> <p>Domain 10: Ethical and Legal</p> <p>BACB 4th Ed. Task List:</p> <p>I - 03, I - 04, I - 05 Design and implement individualized behx assessment procedures and full range of functional assessment procedures. Organize, analyze, and interpret observed data.</p> <p>H-02 – H05 Select schedule of observation and recording periods, and data to communicate, evaluate changes in level, trend, variability, eval. Temporal relations between observed variables.</p> <p>E-03 Use instructions and rules</p> <p>Review of BACB Disciplinary & Ethical Standards & Disciplinary Procedures</p>
W3	<p>Functions of Behavior</p> <p>Begin Behavior Case</p>	<p>ABA Cooper text Chap. 5 & 6 Improving and Assessing the Quality of Behavioral Measurement and Constructing and Interpreting Graphic Displays of Behavioral Data</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 1: Data</p> <p>BACB 4th Ed. Task List:</p> <p>A 8 – A 14 IOA, Accuracy & Reliability. Design, Plot, and interpret equal-interval, cumulative data, continuous and discontinuous measurement and choice measures.</p> <p>G-01 – G – 08</p>

		O'Neill Chap. 3 Linking the Function of the Behavior to the Intervention	Review records, consider variables, conduct assessment, describe in non- technical language, provide BA services in collaboration, within one's limits, and make environmental changes to reduce need for BA services.
W4	Antecedent Control	ABA Cooper Chap. 16 & 17 Motivating Operations and Stimulus Control 2 Articles on Setting Events (Content: Articles)	Domain 4: Interventions (with effect on Domain 3: Academic Interventions) BACB 4 th Ed. Task List: E – 01 Use interventions based on manipulation of antecedents, MO, and DS. E-02 Use discrimination training procedures. E-06 Use stimulus equivalence procedures. E-13 Use matching-to-sample procedures.
W5	Discuss Behavioral Case Studies Discussion of Kohn's views on reinforcement and counterpoint by Chance	Read A Conversation with Alfie Kohn and Paul Chance's Sticking Up for Rewards, both available in the Content section under "Behavior Controversies." ABA Cooper Chap. 25 Verbal Behavior O'Neill Chap. 4 Building Behavior Support Plans	Domain 4: Interventions (with effect on Domain 3: Academic Interventions) BACB 4 th Ed. Task List: D-09 – D-14 Use verbal operants, echoic, mand, and tact training, intraverbal training, and listener training.
W6	Positive and Negative Reinforce- ment	ABA Cooper Chap. 12 Negative Reinforcement ABA Cooper text Chap. 11 Positive Reinforcement Watch Education Revolution video (under Content: Videos)	Domain 2: Consultation and Collaboration Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboration Domain 8: Diversity Domain 10: Ethical and Legal BACB 4 th Ed. Task List: D-01 Use positive and negative reinf.

			<p>C-01 State and plan for possible unwanted effects of reinforcement.</p> <p>E- 9 - E-12, High probability request sequence Premack principle, pairing procedures, errorless learning</p>
W7	<p>Schedules of Reinforcement</p> <p>Review for Midterm</p> <p>Begin Lit Review</p>	<p>ABA Cooper Chap. 13 Schedules of Reinforcement</p> <p>O'Neill Chap. 5 Writing Behavior Support Plans</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>BACB 4th Ed. Task List:</p> <p>D-02 Use appropriate parameters and schedules of reinf.</p> <p>D-20 – Use response-dependent (time-based_ schedules of reinf. (NCR)</p> <p>B-01 – B03 Use dimensions of ABA to eval. Whether interventions are behavior analytic. B-10 – B-11 Conduct component and parametric analysis to determine effective components and values of intervention packages and variables.</p> <p>E-08 Use the matching law and recognize factors influencing choice.</p> <p>J-01 – J-15 See Behavior Case Description for details.</p>
W8	<p>Single Subject Design and Progress Monitoring</p>	<p>ABA Cooper Chap. 7-10 Analyzing Behavior Change: Basic Assumptions and Strategies, Reversal and Alternating Treatments Designs, and Multiple Baseline and Changing Criterion Designs</p>	<p>Domain 2: Consultation and Collaboration</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p> <p>Domain 8: Diversity</p> <p>Domain 10: Ethical and Legal</p> <p>BACB 4th Ed. Task List:</p> <p>B-04 – B09 Use withdrawal-reversal, alternating tx, changing criterion, multiple baseline, multiple probe, and combination of design elements.</p>
W9	<p>Sleep Behavioral Medicine</p> <p>Midterm closes when class begins.</p>	<p>Turn in progress monitoring data, including baseline data collection.</p> <p>Select one adult sleep and one child sleep resource to read or watch (see Sleep Behavioral Medicine under Content) --</p>	<p>Domain 1: Data</p> <p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions)</p>

Accumulate at least 90 minutes of video and 90 minutes of reading. One of the films is on Netflix, so let me know if you don't have a Netflix account.

<p>W10 Withdraw Deadline (Full Semester) Punishment</p> <p>Alternatives to Punishment</p>	<p>ABA Cooper Chap 21-23 Extinction, Differential Reinforcement, and Antecedent Interventions</p> <p>ABA Cooper Chap. 14-15 Punishment by Stimulus Presentation and Punishment by Removal of a Stimulus</p>	<p>Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboration</p> <p>BACB 4th Ed. Task List: D-15 – D-19 – Identify punishers, use +/- punishment, appropriate parameters and schedules of punishment, extinction, and comb. reinf. w/ punishment & extinction D-21 – Use differential reinf. C-02, C-03 State and plan for possible unwanted effects of punishment, extinction. E-07 Plan for behavioral contrast effects</p>
<p>W11 Visit to SPED or Spectrum Academy classrooms -- No Class on campus</p>		<p>Domain 2: Consultation and Collaboration</p>
<p>W12 Behavioral Change</p>	<p>ABA Cooper Chap 18-20 Imitation, Shaping, and Chaining</p>	<p>Domain 2: Consultation and Collaboration Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 5: School wide Domain 6: Preventative and Responsive Domain 7: Family Collaboration</p> <p>BACB 4th Ed. Task List: D-03 – D-08 Use Prompts, fading, modeling, imitation training, shaping, chaining, task analyses, and discrete-trial and free-operant arrangements.</p>

W13	Contingency Interventions and Self-Monitoring Presentations of Lit Review Intervention and Cases	ABA Cooper Chap. 26-27 Contingency Contracting, Token Economy, and Group Contingencies	<p>Domain 1: Data Domain 2: Consultation and Collaboration Domain 6: Preventative and Responsive Domain 7: Family Collaboration Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal</p> <p>BACB 4th Ed. Task List:</p> <p>F-01 – F-08 Use self-mgt., token economy, precision teaching, PSI, Incidental teaching, FCT, augmentative communication systems E-04, E-05 Use contingency contracting, ind., dep., interdep., group contingencies.</p>
W14	Generalization ABA and Autism	ABA Cooper Chap. 28 Generalization and Maintenance of Behavior Change	<p>Domain 1: Data Domain 4: Interventions (with effect on Domain 3: Academic Interventions) Domain 8: Diversity Domain 9: Research and Program Eval. Domain 10: Ethical and Legal</p> <p>BACB 4th Ed. Task List:</p> <p>I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.</p>
W15	Last Day of Fall Semester		Case presentations
First Day of Fall Exam Preparation (insert date)			
First Day of Fall Final Exams (insert date)			
Final Exam: Online (insert dates)			

BACB Task List and Depth of Coverage

*All Tasks listed will be covered in didactic sessions in class. Tasks **designated In Class, Lit Review, or Case** will be applied regardless of case assignment. Tasks designated **Possible** may be applied depending on the case, but will be applied in subsequent practica or later coursework.*

Task List	Didactic Wk	Application	Task List	Didactic Wk	Application	Task List	Didactic Wk	Application
A-01	1	In Class	D-08	12	Possible	G-01	3	Case
A-02	1	Possible	D-09	5	Possible	G-02	3	Case
A-03	1	Possible	D-10	5	Possible	G-03	3	Case
A-04	1	Possible	D-11	5	Possible	G-04	3	Case
A-05	1	Possible	D-12	5	Possible	G-05	3	Case
A-06	1	In Class	D-13	5	Possible	G-06	3	Case
A-07	1	Possible	D-14	5	Possible	G-07	3	Case
A-08	3	Possible	D-15	10	Possible	G-08	3	Case
A-09	3	Possible	D-16	10	Possible	H-01	1	Case
A-10	3	Possible	D-17	10	Possible	H-02	2	Case
A-11	3	Possible	D-18	10	Possible	H-03	2	Case
A-12	3	Possible	D-19	10	Possible	H-04	2	Case
A-13	3	Possible	D-20	7	Possible	H-05	2	Case
A-14	3	Possible	D-21	10	Possible	I-01	1	Case
B-01	7	Lit Review	E-01	4	Case	I-02	1	Case
B-02	7	Lit Review	E-02	4	Possible	I-03	2	Case
B-03	7	Possible	E-03	2	In Class	I-04	2	Case
B-04	8	Possible	E-04	13	In Class	I-05	2	Case
B-05	8	Possible	E-05	13	In Class	I-06	14	Case
B-06	8	Possible	E-06	4	Possible	I-07	1	Possible
B-07	8	Possible	E-07	10	Possible	J-01	7	Case
B-08	8	Possible	E-08	7	Possible	J-02	7	Case
B-09	8	Possible	E-09	6	Possible	J-03	7	Case
B-10	7	Possible	E-10	6	In Class	J-04	7	Case
B-11	7	Possible	E-11	6	Possible	J-05	7	Case
C-01	6	Possible	E-12	6	Possible	J-06	7	Case
C-02	10	Possible	E-13	4	Possible	J-07	7	Case

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C-03	10	Possible	F-01	13	In Class	J-08	7	Case
D-01	6	Possible	F-02	13	In Class	J-09	7	Case
D-02	7	Case	F-03	13	Possible	J-10	7	Case
D-03	12	Possible	F-04	13	Possible	J-11	7	Case
D-04	12	Possible	F-05	13	Possible	J-12	7	Case
D-05	12	Possible	F-06	13	Possible	J-13	7	Case
D-06	12	Possible	F-07	13	Possible	J-14	7	Case
D-07	12	Possible	F-08	13	Possible	J-15	7	Case