

Instructor/TA Info

Instructor Information

Name: Christian Sabey

Office Location: 340-Q MCKB

Office Phone: 8014228361

Office Hours: Thu 2:30pm-4:30pm

Email: christian_sabey@byu.edu

Cell phone : 8015807399

TA Information

Name: Shannon Flake

Office Phone: 480-273-2613

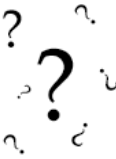
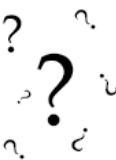
Email: flakeshannon@gmail.com

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 begin to understand how to develop a behavior support plan.

Materials

Item	Price (new)	Price (used)
 <u>Behavior Modification - Required</u> by Miltenberger, R	180.00	135.00
 <u>Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide - Required</u> by Steege, M	40.00	30.00

Learning Outcomes

Understanding human behavior

1. Describe approaches for explaining and analyzing occurrences of human behavior.

Using data to identify and target problem behaviors

2. Describe data collection and principles of using data to target and replace behaviors.

Changing behavior

3. Describe principles of stimulus control, consequences, and differential reinforcement.

Functional behavior analysis

4. Use functional behavior assessment to determine the function of behavior and to develop replacement behaviors.

Behavior intervention plans

5. Use functional behavior assessment data to design behavioral intervention plans.

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 administered during 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.**

Classroom Procedures

All quizzes will occur in class via Nearpod. There will be five to ten questions during each class. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, **there will be no way to make up a quiz.** We will drop the lowest quiz score, so you can miss one class without any repercussions.

Study Habits

Eyring_Henry_1997_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSgj-f33dcd8f4095&pubhash=earGZwF1rVJEq_jvXDBgRjb4uf3heQPPpW_FGx5AB0Yqc_C49ibLx_H3RTCxWlzMWxNcoWYjxiWFLCd_Jddiag==\)](#)

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
03

Due: Tuesday, Sep 03 at 11:59 pm

Quiz #2

Sep
05

Due: Thursday, Sep 05 at 11:59 pm

Quiz #3

Sep
10

Due: Tuesday, Sep 10 at 11:59 pm

IRIS Measurement Cases

Sep
12

Due: Thursday, Sep 12 at 10:25 am

Complete the IRIS Measurement cases and submit in learningsuite. Complete all 6 cases.

Define personal change behavior

Sep
12

Due: Thursday, Sep 12 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
12

Due: Thursday, Sep 12 at 11:59 pm

Quiz #5

Sep
17

Due: Tuesday, Sep 17 at 11:59 pm

Quiz #6

Sep
19

Due: Thursday, Sep 19 at 11:59 pm

Quiz #7

Sep
24

Due: Tuesday, Sep 24 at 11:59 pm

Quiz #8

Sep
26

Due: Thursday, Sep 26 at 11:59 pm

Quiz #9

Oct
01

Due: Tuesday, Oct 01 at 11:59 pm

Quiz #10

Oct
03

Due: Thursday, Oct 03 at 11:59 pm

Personal Behavior Change Project

Oct
03

Due: Thursday, Oct 03 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. Use the observechange.org spreadsheet.
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.

Define problem behavior 1

Oct
08

Due: Tuesday, Oct 08 at 11:59 pm

Write an operational definition of a problem behavior of a student.

Quiz #11

Oct
08

Due: Tuesday, Oct 08 at 11:59 pm

Quiz #12

Oct
10

Due: Thursday, Oct 10 at 11:59 pm

Quiz #13

Oct
15

Due: Tuesday, Oct 15 at 11:59 pm

Indirect data collection 1

Oct
15

Due: Tuesday, Oct 15 at 11:59 pm

Please submit your indirect observation form (FACT) along with your hypothesis as to the most likely function of the problem behavior. Make sure that the form is legible. If I can't read it, you won't get credit.

Quiz #14

Oct
17

Due: Thursday, Oct 17 at 11:59 pm

Direct observations 1

Oct
17

Due: Thursday, Oct 17 at 11:59 pm

Please submit your direct observation form(s) (Structured ABC form) along with your hypothesis as to the most likely function of the problem behavior. Make sure that the form is legible. If I can't read it, you won't get credit.

The structured ABC form is located in the Content section on the FBA direct observations page. Download the form labeled 42%20and%2055%20Handout.pdf. Then scroll down to page 3 and you'll find the Structured ABC form.

Functional behavior statement 1

Oct
22

Due: Tuesday, Oct 22 at 11:59 pm

Please submit a statement of the function of the problem behavior as determined by your indirect and direct evaluations. The statement must include antecedent variables, the behavior, and consequence variables.

Quiz #15

Oct
22

Due: Tuesday, Oct 22 at 11:59 pm

Quiz #16

Oct
24

Due: Thursday, Oct 24 at 11:59 pm

Midterm (the real thing)

Nov
05

Due: Tuesday, Nov 05 at 4:25 pm

This exam will cover everything up to this point.

Quiz #17

Nov
05

Due: Tuesday, Nov 05 at 11:59 pm

Quiz #18

Nov
07

Due: Thursday, Nov 07 at 11:59 pm

Define problem behavior 2

Nov
12

Due: Tuesday, Nov 12 at 11:59 pm

Quiz #19

Nov
12

Due: Tuesday, Nov 12 at 11:59 pm

Quiz #20

Nov
14

Due: Thursday, Nov 14 at 11:59 pm

Quiz #21

Nov
14

Due: Thursday, Nov 14 at 11:59 pm

Indirect data collection 2

Nov
19

Due: Tuesday, Nov 19 at 11:59 pm

Define personal change behavior (copy)

Nov
19

Due: Tuesday, Nov 19 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.

Functional Behavior Assessment IRIS Module

Nov
21

Due: Thursday, Nov 21 at 11:59 pm

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

Quiz #22

Nov
21

Due: Thursday, Nov 21 at 11:59 pm

Direct observations 2

Nov
26

Due: Tuesday, Nov 26 at 11:59 pm

Functional behavior statement 2

Dec
03

Due: Tuesday, Dec 03 at 11:59 pm

Quiz #23

Dec
03

Due: Tuesday, Dec 03 at 11:59 pm

Quiz #24

Dec
05

Due: Thursday, Dec 05 at 11:59 pm

Quiz #25

Dec
05

Due: Thursday, Dec 05 at 11:59 pm

Personal Behavior Change Project (copy)

Dec
10

Due: Tuesday, Dec 10 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. Use the observechange.org spreadsheet.
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.

IEP response paper

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

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

Consider addressing these questions.

1. Describe the student for whom you held the IEP Meeting
2. Describe who attended the meeting
3. Describe how the meeting went (i.e., was it a smooth meeting or disjointed, was it friendly or contentious, etc.)
4. Indicate what you will replicate from the meeting in your own IEP meetings
5. Indicate what you will change from the meeting in your future IEP meetings

Extra credit

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

There may be opportunities to earn extra credit.

The Real Final

Dec
19

Due: Thursday, Dec 19 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

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	Topics	Readings	Assignments
Week 1			
T Sep 03 Tuesday	Introduction to the class and to behavior analysis		Quiz #1
Th Sep 05 Thursday	Behavior analysis and special education	Chapter 1 Behavior Modification 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. jaba00083-0089.pdf Download	Quiz #2
Week 2			
T Sep 10 Tuesday	Observing and measuring behavior	Chapter 2 Behavior Modification PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf Download	Quiz #3
Th Sep 12 Thursday	observing and measuring behavior part II Graphing behavior	ics_measbeh.pdf Download Chapter 3 Behavior Modification https://inventingmeaning.com/ Formative_graphing_with_a_Microsoft_Excel_2013_template(1).pdf Download	Quiz #4 Define personal change behavior IRIS Measurement Cases
Week 3			
T Sep 17 Tuesday	Reinforcement	Chapter 4 Behavior Modification Data_Collection_Videos_Resource.docx Download	Quiz #5
Th Sep 19 Thursday	Extinction	Chapter 5 Behavior Modification	Quiz #6
Week 4			
T Sep 24 Tuesday	Punishment	Chapter 6 Behavior Modification	Quiz #7
Th Sep 26 Thursday	Stimulus control	Chapter 7 Behavior Modification	Quiz #8
Week 5			

T Oct 01 Tuesday	Understanding Problem Behavior Through Functional Assessment	Chapter 13 Behavior Modification	Quiz #9
Th Oct 03 Thursday	Introduction to Functional Behavior Assessment	FBA Chapter 1 (pgs. 1-12)	Quiz #10 Personal Behavior Change Project
Week 6			
T Oct 08 Tuesday	Conceptual Foundations of FBA	FBA Chapter 3	Quiz #11 Define problem behavior 1
Th Oct 10 Thursday	Behavior Analytic Problem Solving Model	FBA Chapter 6	Quiz #12
Week 7			
T Oct 15 Tuesday	Indirect FBA	FBA Chapter 7	Quiz #13 Indirect data collection 1
Th Oct 17 Thursday	Descriptive FBA	Chapter 8	Quiz #14 Direct observations 1
Week 8			
T Oct 22 Tuesday	Experimental FBA	FBA Chapter 9	Functional behavior statement 1 Quiz #15
Th Oct 24 Thursday	Preference assessments Nearpod Join Code: RYHAF	FBA Chapter 10 http://ebip.vkcsites.org/preference-assessments/	Quiz #16
Week 9			
T Oct 29 Tuesday	Midcourse Evaluation Review		
W Oct 30 Wednesday			Midterm (the real thing) Opens
Th Oct 31 Thursday	Midterm: Open 10.23.17 to 10.30.17 Available online		
Week 10			
T Nov 05 Tuesday	Shaping	Chapter 9 Behavior Modification	Quiz #17 Midterm (the real thing) Closes

Th Nov 07 Thursday	Prompting and Transfer of Stimulus Control	Chapter 10 Behavior Modification	Quiz #18
Week 11			
T Nov 12 Tuesday	Chaining	Chapter 11 Behavior Modification	Define problem behavior 2 Quiz #19
Th Nov 14 Thursday	Differential reinforcement	Chapter 15	Quiz #20 Quiz #21
Week 12			
T Nov 19 Tuesday	Antecedent control procedures	Chapter 16	Indirect data collection 2 Define personal change behavior (copy)
Th Nov 21 Thursday	Behavioral skills training	Chapter 12	Functional Behavior Assessment IRIS Module Quiz #22
Week 13			
T Nov 26 Tuesday	Friday Instruction		Direct observations 2
Th Nov 28 Thursday	Thanksgiving Holiday		
Week 14			
T Dec 03 Tuesday	Writing behavior objectives	Alberto and Troutman Ch 3 Preparing Behavioral Objectives	Functional behavior statement 2 Quiz #23
Th Dec 05 Thursday	Using punishment: Time-out and Response cost	Chapter 17 Behavior Modification	Quiz #24 Quiz #25
Week 15			
T Dec 10 Tuesday	Positive punishment and Ethics of Punishment	Chapter 18 Behavior Modification	Personal Behavior Change Project (copy)
W Dec 11 Wednesday			The Real Final Opens
Th Dec 12 Thursday	Final Exam: Available online 12.15.17 to 12.20.17		IEP response paper Extra credit
Week 16			

Th Dec 19 Thursday

Final Exam:

355 MCKB

7:00pm - 10:00pm

**The Real
Final Closes**