

Instructor/TA Info

Instructor Information

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Course Information

Description

This course is designed to prepare

- pre-service school psychologists,
- special education teachers,
- regular education teachers
- and others (with no prior formal behavioral training)

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). The learning outcomes for this course were developed based on required content from the Behavior Analysis Certification Board (BACB) Task List, 5th Edition. Specifically, the following items will be addressed in this course.



Section 2: Applications
F. Behavior Assessment
F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
F-2 Determine the need for behavior-analytic services.
F-3 Identify and prioritize socially significant behavior-change goals.
F-4 Conduct assessments of relevant skill strengths and deficits.
F-5 Conduct preference assessments
F-6 Describe the common function of problem behavior.
F-7 Conduct a descriptive assessment of problem behavior.
F-8 Conduct a functional analysis of problem behavior.
F-9 Interpret functional assessment data.

Prerequisites

This course has a corequisite of PSYC 100. It is recommended that students complete PSYC 100 before enrolling in this course.

Undergraduate courses in the assessment of social behavior are offered through the CPSE department (e.g., CPSE 410).

Materials

Item	Price (new)	Price (used)
 <p><u>Applied Behavior Analysis 3e - Required</u> by Cooper, J</p>	133.35	100.00
 <p><u>Functional Assessment and Program Development for Problem Behavior 3e - Required</u> by O'Neill, R</p>	150.00	112.50

Learning Outcomes

Outcomes demonstrating mastery of CPSE 614 course objectives include the following:

- (a) FBA – a formal written functional behavior assessment
- (b) BIP – a formal written behavioral intervention plan with an update report addressing the effects of the BIP

Reports must present data demonstrating the impact, or lack thereof, of the chosen BIP.

- (c) Final FBA/BIP Project Report – a comprehensive written report of the FBA/BIP project, including data gathered, summarized, and interpreted

Students prepare a final report that includes a classroom presentation of the FBA/BIP project.

The course focuses on two areas:

- 1- functional assessment of behavior (FBA) using interviews and behavioral observations (Why is it happening?) and
- 2- using assessment data to develop and monitor a behavior intervention plan (BIP) in school settings (What can I do about it?). Students will develop an understanding of how and why problem behaviors occur, basic assessment strategies and a practical repertoire of specific strategies designed to address the management of common and atypical, social and emotional maladaptive behaviors.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%

D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due at the beginning of class or at the times posted on Learning Suite.

- Late assignments are worth 50% for up to a week
- Work that is more than one week late, will not be accepted.
- Academic honesty will be strictly enforced.
- NO Plagiarism

Participation Policy

Your input and questions are integral to the learning process. The behavioral assessment process is heavily dependent on asking questions, so your 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.

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 may evoke 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. Hansen 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. Hansen to ensure that you are applying what you have learned effectively and according to behavioral principles. Your grade is not the most important outcome from this class. Your

Assignments

Assignment Descriptions

Placement Test

Sep
04

Due: Friday, Sep 04 at 11:59 pm

Please complete this ungraded test. This "quiz" is worth 10 points. Points will be awarded based on completion rather than performance. The quiz covers content in Chapters 1-5 of the Cooper text and should be completed without notes. Please do your best as this test will help me determine which concepts we need to cover in greater detail.

Ch1 + Current Dimensions Quiz

Sep
09

Due: Wednesday, Sep 09 at 5:00 pm

This quiz will cover content from Chapter 1 and the two Baer, Wolf, and Risley articles included in your readings for this week. Your personal notes on the material may be used during the quiz.

Ch2 + Evidence Based Practice Quiz

Sep
19

Due: Saturday, Sep 19 at 11:59 pm

This quiz will cover content from Chapter 2, the Slocum article on Evidence Based Practice, and the CEC quality indicators. Your personal notes on the material may be used during the quiz.

Ch3 + Treatment Goals

Sep
23

Due: Wednesday, Sep 23 at 5:00 pm

Parental Consent

Sep
30

Due: Wednesday, Sep 30 at 11:59 pm

FBA-BIP Parent Consent Form 2020.doc [Download \(plugins/Upload/fileDownload.php?fileId=37daab73-1R9V-isTw-oYdo-bucb19b3c7fd&pubhash=Lm-ls-opQmlkC8gf6zV4LSuoM7asIED92QcNSbviHZfEdxgFEYtkx0mTZc-XzeWbkTi-4Djyh-aoJyWawqUwQ==\)](#)

The attached consent form should be signed by the student's parents indicating consent for support services and participation in the case. Student assent is required in all cases where the student has the capacity to comprehend the content of the consent form or a developmentally-appropriate oral summary of the content. If the school or clinic has a consent form that they require you to use instead of the attached form, please upload a copy of the signed form to learning suite **and** shared a copy of the attached form with parents to ensure they have a copy of the contact information for your university supervisors.

Quiz - FBA

Quiz - Functional Analysis

**Oct
14**

Due: Wednesday, Oct 14 at 5:00 pm

Case Consultation FBA

**Oct
21**

Due: Wednesday, Oct 21 at 11:59 pm

You must schedule a time to meet with Dr. Charlton to discuss your case. Once the consultation is complete you will receive the points for this assignment. Consultations should be completed prior to completing your FBA assignment.

Functional Behavioral Assessment

**Oct
21**

Due: Wednesday, Oct 21 at 11:59 pm

Complete a Functional Behavior Assessment on a student exhibiting problem behavior in a school or clinical setting. The purpose of this assignment is to use empirically-supported practices to accurately identify the function of the client's problem behavior. Analyze data from multiple sources using both quantitative and qualitative methods. Be sure to collect frequency and/or severity data on the problem behavior. If the traditional process of conducting interviews and collecting direct observation data is inconclusive, then you will need to explore alternative procedures.

Writeup a brief summary of this process with the included data. Your writeup should contain at least a description of the client's need for further assessment, an explanation of the assessment process (i.e., clear descriptions of the indirect and descriptive assessments), a graphic summary of the data you collected, and a summary/hypothesis statement explaining what you learned about the client's problem behavior and the conditions (e.g., setting events, antecedent conditions) that evoke the behavior.

Please use APA formatting conventions to credit sources and structure your writing. You DO NOT need to create a title page or running head.

Grading Rubric

	4	3	2	1
Client need			The need for further assessment is explained and details regarding the client and the context are provided.	There is missing information related to the client's need for assessment.

Indirect FBA	The interview questions and process are thoroughly described.	The interview questions or process are unclear.	A description of the interview questions or process is missing.	The interview questions and process is missing.
Descriptive FBA	The observation tool and procedures are thoroughly described.	The observation tool and procedures are unclear.	The observation tool or procedures are missing.	The observation tool and procedures are missing.
Graphic summary	The graphic summary clearly presents the frequency of specific consequences for problem behavior.	The graphic summary is unclear or inaccurately labeled.	The graphic summary is incomplete or does not provide frequency data.	The graphic summary is missing.
Summary statement	The summary or hypothesis statement clearly identifies the problem behavior, relevant antecedent conditions, and the putative function of the problem behavior.	One element is unclear or missing from the summary statement.	Multiple items are unclear or missing from the summary statement.	The summary statement is missing.
Conventions			The submission contains no more than two APA or grammatical error.	The submission contains more than two APA or grammatical errors.

28

Online Exam

Midcourse Evaluation

**Oct
28**

Due: Wednesday, Oct 28 at 11:59 pm

Quiz - Antecedent Interventions

**Nov
04**

Due: Wednesday, Nov 04 at 5:00 pm

Functional Analysis Video

**Nov
04**

Due: Wednesday, Nov 04 at 11:59 pm

With a partner, film a video of your team conducting all four of the standard FA conditions. Submit a brief description of the process, a multi-element graph detailing your results, and a summary of your conclusions post conducting the FA.

Quiz FCT

**Nov
11**

Due: Wednesday, Nov 11 at 5:00 pm

Quiz Differential Reinforcement

**Nov
11**

Due: Wednesday, Nov 11 at 5:00 pm

Quiz Targeted Interventions & Generalization

**Dec
02**

Due: Wednesday, Dec 02 at 5:00 pm

Preference Assessment

**Dec
02**

Due: Wednesday, Dec 02 at 11:59 pm

With a partner, film a video of yourselves conducting two different preference assessments. You must identify highly, moderately, and not preferred items. Submit the video in a link along with a brief summary of the process and your conclusions based on the data you collected.

Case Consultation FBA 2

**Dec
02**

Due: Wednesday, Dec 02 at 11:59 pm

you will receive the points for this assignment. Consultations should be completed prior to completing your FBA assignment.

Behavioral Intervention Plan

Dec
02

Due: Wednesday, Dec 02 at 11:59 pm

Using the data from your FBA, create a Behavioral Intervention Plan (BIP) prior to implementing the intervention. If you are in a practicum setting, consult with relevant service providers in your school or clinic, including, but not limited to, your practicum supervisor and teacher assistance team. All consultations should be completed prior to submitting the assignment. Use the district BIP template where available.

The plan MUST include:

1. A statement summarizing the FBA findings/hypothesis
2. Prevention/antecedent strategies
3. Teaching procedures
4. Consequence manipulations
5. Implementation procedures
 - a. Be as detailed as possible. For example, include WHO will implement each procedure, WHAT exactly will be done, WHEN will they do it, and HOW will implementation fidelity and impact be evaluated.
6. Measures (problem behavior and the replacement behavior)
7. A crisis plan (what to do if everything goes wrong)
8. A generalization plan
9. References supporting the efficacy of the approach (in text and an attached references section)

Finally, complete a self-evaluation of your FBA/BIP using the TATE form. The TATE rubric, your scores, and a brief summary of the results should be included with your submission.

FBA BIP TATE November 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=a27c3f14-CIFa-1wYH-P7p1-ze0be8404763&](#)

pubhash=Bq0II0ULSWIm8ENDPB2TEbJzOGD3JLlvxJ1iA_r7HHeuXYpB2O3sZjySDwNvDhQ92Lyi8LGzatG_I90dKOy3Ew==

FBA BIP TATE Rubric December 2017.docx [Download \(plugins/Upload/fileDownload.php?fileId=9781abaa-YeXi-ARwM-PjVd-E7c882ee32c1&](#)

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Progress Monitoring Data

Dec
02

Due: Wednesday, Dec 02 at 11:59 pm

Please submit a graph with baseline and intervention data. You must include all the required elements of a graphic display (Cooper et al., 2007) and at least three intervention data points. In addition, write up a summary of your findings and provide some evidence of the reliability and validity of the data you have collected. APA guidelines should be followed for in-text citations and the included references section.

Discussion Leader

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

the group. We will read the article together and then come ready to discuss our views on its methodological quality and implications for the field. The article you choose is up to you, but please choose something that is experimental and related to function-based intervention.

Presentation

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

You will have between 10-15 minutes to present your case. Please remember to include a detailed description of the FBA, BIP, and progress monitoring data.

Behavioral Case Study

Dec
09

Due: Wednesday, Dec 09 at 11:59 pm

Please write a detailed description of your case study using APA conventions. This writeup should include a detailed description of the student and intervention context (i.e., school). Remember to protect the anonymity and confidentiality of all involved parties by using pseudonyms and judiciously selecting the information you include in the description of the context. For example, it may be relevant to include pertinent details about the individual's values, but unnecessary to describe in detail the street they live on or their favorite pair of shoes. In addition to contextual factors, you should include detailed descriptions of the assessment procedures, problem identification process with evidence supporting decision-making, a summary of the conclusions of the problem analysis process, intervention procedures, and the evaluation process. Please include supporting tables and figures. Your graphic summary should include 3-5 data points in baseline, no less than six data points in treatment/intervention, and at least three data points demonstrating maintenance. This project will be evaluated the guidelines for evaluating and analyzing behavior change (Cooper, Heron, & Heward, 2007, Chapter 6 p. 149-155 and Chapter 7). Please complete a self-evaluation of your case study and attach these results in Appendix A. Remember to include all five rubrics, your scores for each item, and your comments on each rubric in Appendix A. You might also want to include deidentified versions of your FBA and BIP as additional appendices.

Behavior Case Sample Charlie Brown.pdf [Download \(plugins/Upload/fileDownload.php?fileId=ed8b026d-3gwW-Ei8E-Zew1-Ye5a0fbc72c0&pubhash=IWH1sHxJq79wXeU9JgD4K3vqubu9iJ9to0nZm6EwMxuatLmXWrZp1UXXqz2JJ-gQPSuOKiM-3w31yJx5ikxSJA==\)](#)

Behavior Case Study Report Sample.doc [Download \(plugins/Upload/fileDownload.php?fileId=83c466b3-5dLS-AfNB-Kc5I-r10edbd05027&pubhash=POa2q7fBTd6w7KP9LeTrxaMXRK0uob2YEdQFTpHEVoHRIPMDvzmLxtzwmCn-9C_EgLTkZptdxa1Wla7AZn23nQ==\)](#)

Final Exam

Dec
17

Due: Thursday, Dec 17 at 11:59 pm

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their

course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

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

please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

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.

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	Topics, Tasks, & Trivia	Assignments
Week 1		
M Aug 31 Monday		
T Sep 01 Tuesday		Ch1 + Current Dimensions Quiz Opens Ch2 + Evidence Based Practice Quiz Opens

W Sep 02 Wednesday	Welcome to the special education MS program and introduction to CPSE 614!	Read the syllabus <u>Prayer & Spiritual Thought Sign-up</u> <u>Individual Case Consultations</u>
F Sep 04 Friday		Placement Test Closes
Week 2		
W Sep 09 Wednesday	<p>Dimensions of Behavior Analysis</p> <p>BACB A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).</p> <p>BACB A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, parsimony, pragmatism).</p> <p>BACB A-3 Describe and explain behavior from the perspective of radical behaviorism.</p> <p>BACB A-5 Describe and define the dimensions of applied behavior analysis (<u>Baer, Wolf, & Risley 1968</u>).</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, & Heward (2020). Chapter 1 Definition and Characteristics of Applied Behavior Analysis (3rd edition p. 2-24) • Baer, D. M., Wolf, M. M., & Risley, T. R. (1987). Some still-current dimensions of applied behavior analysis. Journal of Applied Behavior Analysis, 20(4), 313-327. doi: 10.1901/jaba.1987.20-313 • Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. Journal of applied behavior analysis, 1(1), 91. doi: 10.1901/jaba.1968.1-91 <p>Ch1 + Current Dimensions Quiz Closes</p>
Week 3		

<p>W Sep 16 Wednesday</p>	<p>Basic Concepts and Principles</p> <p>BACB H-1 State intervention goals in observable and measurable terms.</p> <p>BACB F-2 Determine the need for behavior-analytic services.</p> <p>BACB F-3 Identify and prioritize socially significant behavior-change goals.</p> <p>Case Consultations 7-750PM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, & Heward (2020). Chapter 2 Basic Concepts and Principles (3rd edition p. 25-46) • Slocum, Dietrich, Wilczynski, Spencer, Lewis, & Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis. doi: 10.1007/s40614-014-0005-2 • CEC Quality Indicators • Ross, Horner, & Higbee (2009) Bully Prevention and PBS.pdf Download <p>Ch3 + Treatment Goals Opens</p>
<p>Sa Sep 19 Saturday</p>		<p>Ch2 + Evidence Based Practice Quiz Closes</p>
<p>Week 4</p>		
<p>T Sep 22 Tuesday</p>	<p>Devotional: Estela Marquez, Student Advisor for Multicultural Student Services</p>	
<p>W Sep 23 Wednesday</p>	<p>Selecting and Defining Target Behaviors</p> <p>BACB F-3 Identify and prioritize socially significant behavior-change goals.</p> <p>BACB F-4 Conduct assessment of relevant skill strengths and deficits.</p> <p>BACB H-1 State intervention goals in observable and measurable terms.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, & Heward (2020). Chapter 3 Selecting and Defining Target Behaviors (3rd edition p. 48-71) <p>Ch3 + Treatment Goals Closes</p>
<p>Week 5</p>		

<p>W Sep 30 Wednesday</p>	<p>Identifying Relevant Antecedent Events Setting events, motivating operations, and discriminative stimuli</p> <p>BACB F-6 Describe the common functions of problem behavior.</p> <p>Case Consultations 7-750PM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Poling, A., Lotfizadeh, A.D. & Edwards, T.L. Motivating Operations and Discriminative Stimuli: Distinguishable but Interactive Variables. <i>Behav Analysis Practice</i> 13, 502–508 (2020). doi: 10.1007/s40617-019-00400-2 • Kennedy, C. H., & Itkonen, T. (1993). Effects of setting events on the problem behavior of students with severe disabilities. <i>Journal of Applied Behavior Analysis</i>, 26(3), 321-327. doi: 10.1901/jaba.1993.26-321 • Horner, R. H., Day, H. M., & Day, J. R. (1997). Using neutralizing routines to reduce problem behaviors. <i>Journal of Applied Behavior Analysis</i>, 30(4), 601-614. doi:10.1901/jaba.1997.30-601 <p>Parental Consent Quiz - FBA Opens</p>
<p>Week 6</p>		
<p>W Oct 07 Wednesday</p>	<p>Functional Behavior Assessment Indirect/informant functional behavior assessment Direct assessments</p> <p>BACB F-7 Conduct a descriptive assessment of problem behavior.</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, & Heward (2020). Chapter 27 Functional Behavior Assessment (3rd edition p. 628) • O'Neill, Albin, Storey, Horner, & Sprague (2015). Chapter 2 Functional Assessment and Analysis Strategies (p. 13-57) <p>Quiz - Functional Analysis Opens Quiz - FBA Closes</p>
<p>Week 7</p>		
<p>W Oct 14 Wednesday</p>	<p>Functional Analysis I: Standard Procedures</p> <p>BACB F-8 Conduct a functional analysis of problem behavior.</p> <p>Case Consultations 7-8PM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Cooper, Heron, Heward (2007) Chapter 24 p. 600-611 • Iwata, B. A., & Dozier, C. L. (2008). Clinical application of functional analysis methodology. <i>Behavior Analysis in Practice</i>, 1(1), 3-9. doi: 10.1007/BF03391714 <p>Watch:</p> <ul style="list-style-type: none"> • Functional Analysis of Problem Behavior 00:00-23:21 • Hanley Functional assessment of severe problem behavior 10:30-39:23 (Gail's Case)

Week 8		
W Oct 21 Wednesday	<p>Functional Analysis II: School Variations</p> <p>BACB F-8 Conduct a functional analysis of problem behavior.</p> <p>Case Consultations 7-750PM</p>	<p>Read:</p> <ul style="list-style-type: none"> • Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M., & Carreau, A. B. (2011). Classroom application of a trial-based functional analysis. <i>Journal of Applied Behavior Analysis, 44</i>(1), 19-31. doi: 10.1901/jaba.2011.44-19 • Thomason-Sassi, J. L., Iwata, B. A., Neidert, P. L., & Roscoe, E. M. (2011). Response latency as an index of response strength during functional analyses of problem behavior. <i>Journal of Applied Behavior Analysis, 44</i>(1), 51-67. doi: 10.1901/jaba.2011.44-51 <p>Case Consultation FBA Midterm Opens Functional Behavioral Assessment</p>
Week 9		
W Oct 28 Wednesday	<p>Manipulating antecedent conditions to reduce problem behavior and other preventative strategies</p> <ul style="list-style-type: none"> • High P Instructional Sequence • Noncontingent Reinforcement (NCR) <p><i>BACB G-2 Use interventions based on motivating operations and discriminative stimuli.</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Asmus, J. M., Wacker, D. P., Harding, J. & Berg, W. K. (1999). Evaluation of antecedent stimulus parameters for the treatment of escape-maintained aberrant behavior. <i>Journal of Applied Behavior Analysis, 32</i>(4), 495. doi:10.1901/jaba.1999.32-495 <p><u>Supplemental Resources</u> http://ebip.vkcsites.org/differential-reinforcement/</p> <p>Midterm Closes Midcourse Evaluation Quiz Differential Reinforcement Opens Quiz - Antecedent Interventions Opens</p>
Week 10		

<p>W Nov 04 Wednesday</p>	<p>Design and evaluate differential reinforcement procedures</p> <ul style="list-style-type: none"> Differential Reinforcement of Other (DRO) Behavior Differential Reinforcement of Alternative (DRA) Behavior DRL, DRI <p><i>BACB G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2008) <ul style="list-style-type: none"> Chapter 24 p. 582 [Extinction] Chapter 25 p. 595 [DR] Auld, R. G., Belfiore, P. J., & Scheeler, M. C. (2010). Increasing pre-service teachers' use of differential reinforcement: Effects of performance feedback on consequences for student behavior. <i>Journal of Behavioral Education, 19(2)</i>, 169-183. doi:10.1007/s10864-010-9107-4 <p>Functional Analysis Video Quiz - Antecedent Interventions Closes Quiz FCT Opens</p>
<p>Week 11</p>		
<p>W Nov 11 Wednesday</p>	<p>Design and evaluate the use of Functional Communication Training</p> <ul style="list-style-type: none"> Communicative responses <p><i>BACB G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).</i></p> <p>Consultation 7-750PM</p>	<p>Read:</p> <ul style="list-style-type: none"> Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. <i>Behavior Analysis in Practice, 1(1)</i>, 16. doi: 10.1007/BF03391716 Heath, A. K., Ganz, J. B., Parker, R., Burke, M., & Ninci, J. (2015). A meta-analytic review of functional communication training across mode of communication, age, and disability. <i>Review Journal of Autism and Developmental Disorders, 2(2)</i>, 155-166. doi:10.1007/s40489-014-0044-3 <i>Tawni Selected Article</i> <p>Quiz FCT Closes Quiz Differential Reinforcement Closes</p>
<p>Week 12</p>		

<p>W Nov 18 Wednesday</p>	<p>Conducting preference assessments</p> <p>Designing Behavior Interventions Plans (BIPs)</p> <ul style="list-style-type: none"> Contextual fit Implementation procedures <p><i>BACB F-5 Conduct preference assessments.</i></p> <p>Constructing and Interpreting Graphic Displays of Behavior</p>	<p>Read:</p> <ul style="list-style-type: none"> Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. <i>Journal of Applied Behavior Analysis</i>, 25(2), 491–498. doi: 10.1901/jaba.1992.25-491 Carr, J. E., Nicolson, A. C., & Higbee, T. S. (2000). Evaluation of a brief multiple-stimulus preference assessment in a naturalistic context. <i>Journal of Applied Behavior Analysis</i>, 33, 353–357. doi: 10.1901/jaba.2000.33-353 Cooper, Heron, & Heward (2007) Chapter 6 (ONLY visual analysis within and between conditions) <i>Jola Selected Article</i> <p>Quiz Targeted Interventions & Generalization Opens</p>
<p>Week 13</p>		
<p>T Nov 24 Tuesday</p>	<p>Friday Instruction</p>	
<p>W Nov 25 Wednesday</p>	<p>No Classes</p>	
<p>Th Nov 26 Thursday</p>	<p>Thanksgiving</p>	
<p>Week 14</p>		
<p>W Dec 02 Wednesday</p>	<p>Evaluate generalization and use strategies to promote generalization</p> <p>BACB G-21 Use procedures to promote stimulus and response generalization.</p> <p>BACB G-22 Use procedures to promote maintenance</p> <p>Consultations 7PM</p>	<p>Behavioral Intervention Plan</p> <p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2008) <ul style="list-style-type: none"> Chapter 30 p. 714-749 (chapter title and end at modifying/terminating successful interventions) LRBI manual Targeted interventions p. 87-101 Wood, B. K., Umbreit, J., Liaupsin, C. J., & Gresham, F. M. (2007). A treatment integrity analysis of function-based intervention. <i>Education and Treatment of Children</i>, 30(4), 105-120. doi: 10.1353/etc.2007.0035 <i>Patsy + Jesse Selected Article</i> <p>Preference Assessment</p> <p>Case Consultation FBA 2</p> <p>Progress Monitoring Data</p>

Week 15		
W Dec 09 Wednesday	Class Presentations! Link for shared google slides	Discussion Leader Presentation Behavioral Case Study
F Dec 11 Friday	Fall Exam Preparation (12/11/2020 - 12/11/2020)	Final Exam Opens
Sa Dec 12 Saturday	First Day of Fall Final Exams (12/12/2020 - 12/17/2020) Final Exam: TBA TBA 5:45pm - 7:45pm	
Week 16		
Th Dec 17 Thursday		Final Exam Closes