

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

There are no formal prerequisites for this course. It is a graduate level course required for the School Psychology and Special Education graduate programs. Undergraduate students may register for the class in special circumstances with the permission from Drs. Charlton or Gabrielsen and the student's major advisor. Undergraduate courses in the assessment of social behavior are offered through the CPSE department (e.g., CPSE 410).

Materials

   	<p><u>Applied Behavior Analysis 2E - Required</u> by Cooper, J</p>	193.35	145.00
   	<p><u>Functional Assessment Prog Dev Problem Behavior 3E - Optional</u> by O'Neill, R</p>	150.00	112.50
   	<p><u>Func Assessment & Prog Dev 2E - Optional</u> by Oneill, R</p>	113.00	84.75

Learning Outcomes

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

- FBA – a formal written functional behavior assessment
- 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.
- 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:

- functional assessment of behavior (FBA) using interviews and behavioral observations (Why is it happening?) and
- 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%
C-	70%
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 vital 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 ability to competently apply behavioral theory to best practices of assessment and intervention in behavior are the important outcomes.

Course Expectations

The Cooper/Heron text, *Applied Behavior Analysis* contains a listing of all of the BCBA competencies to prepare for board certification. Please refer to the front and back fly leaves of your text and the listing of competencies listed in each chapter.

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

- f. Knows appropriate use and interpretation of a functional behavioral assessment
- i. Knows appropriate use and interpretation of ecological assessment (e.g., classroom, family, community characteristics).
- j. Knows how to use information and technology resources to enhance data collection.
- k. 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

- e. Is familiar with personal, social, linguistic, environmental, racial, and cultural factors that may influence assessment procedures.

4. Assessment of special populations

- c. 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

1. 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

2. School-based intervention skills/techniques

- b. Knows about appropriate intervention techniques for various developmental levels
- c. 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

2. Legal issues related to the practice of school psychology

- c. Knows the rights of students (e.g., informed consent, confidentiality, least restrictive environment, manifestation determination, seclusion and restraint)
- c. Knows the ethical, professional, and legal liability of school psychologists (e.g., malpractice, negligence, supervision, conflict of interest)

Reporting Suspected Child Abuse and Neglect

Child Abuse/Neglect Hotline ^{SEP} **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
(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.

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.

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.

(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.

Assignments

Assignment Descriptions

Placement Test

Sep
24

Due: Tuesday, Sep 24 at 11:59 pm

Please complete this ungraded test before September 24 @ 11:59PM. 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.

Quiz #1

Oct
02

Due: Wednesday, Oct 02 at 5:00 pm

This quiz will cover content from Chapter 6 in the textbook. Your personal notes on the material may be used during the quiz but it is closed to all other information.

Parental Consent

Oct
02

Due: Wednesday, Oct 02 at 11:59 pm

FBA-BIP Parent Consent Form 2019.doc [Download \(plugins/Upload/fileDownload.php?fileId=09a452c3-QWAE-3JEC-fZwk-V29f5b7a093f&pubhash=-iPJfDjO8buGyX60DoWTQRVmOCxUhal_FYaaXpvbq9Di6xt6bqzcm-2dNrQjYSXMS2k76kNaP7114PSy1SJB9g==\)](#)

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 #2

Oct
09

Due: Wednesday, Oct 09 at 5:00 pm

Quiz #3

Oct
16

Due: Wednesday, Oct 16 at 5:00 pm

Functional Behavioral Assessment

Oct

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.

Case Consultation FBA

You must schedule a time to meet with either myself or Dr. Gabrielsen 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.

**Oct
30**

Due: Wednesday, Oct 30 at 5:00 pm

Online Exam

Midcourse Evaluation**Oct
30**

Due: Wednesday, Oct 30 at 11:59 pm

Quiz - Antecedent Interventions**Nov
06**

Due: Wednesday, Nov 06 at 5:00 pm

Behavioral Intervention Plan**Nov
06**

Due: Wednesday, Nov 06 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 \(plugins/Upload/fileDownload.php?fileId=9781abaa-YeXi-ARwM-PjVd-E7c882ee32c1&pubhash=f0yn69ilCe6vE99ZXhgcMVSEQlc5w4PM1M_FBKq6gl0j5Yi7I3iwJI7eyl0N0uByhNdyRQvXMtyyzKEw-JbT8g==\)](#)

Functional Analysis**Nov
06**

Due: Wednesday, Nov 06 at 11:59 pm

Required for BCBA track only.

With a small group, film a video of your team conducting all four of the standard FA conditions (2 per person). 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 Differential Reinforcement**Nov
13**

Due: Wednesday, Nov 13 at 5:00 pm

Quiz FCT**Nov
20**

Due: Wednesday, Nov 20 at 5:00 pm

Preference Assessment

Nov
20

Due: Wednesday, Nov 20 at 11:59 pm

BCBA TRACK ONLY! 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.

Progress Monitoring Data

Nov
20

Due: Wednesday, Nov 20 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, writeup 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.

Behavioral Case Study

Dec
11

Due: Wednesday, Dec 11 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 according to the NASP case study rubric and the guidelines for evaluating and analyzing behavior change (Cooper, Heron, & Heward, 20007, 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.

Presentation

Dec
12

Due: Thursday, Dec 12 at 11:59 pm

Final

Dec
14

Due: Saturday, Dec 14 at 11:59 pm

Point Breakdown

Categories	Percent of Grade
Quizzes	14.84%
Exams	48.66%
Behavioral Case Study	36.5%
Competency Videos	0%
Extra Credit	0%

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.

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 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>).

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	Topic & Competencies	Readings & Assignments
Week 1		
W Sep 04 Wednesday		Prayer & Spiritual Thought Sign-up Individual Case Consultations
Week 2		
W Sep 11 Wednesday	Introduction and Basic Concepts	Chapters 1-2; Pages 2-46
Week 3		
W Sep 18 Wednesday	Selecting, Defining, and Measuring Behavior	Chapters 3-5; Pages 47-124
F Sep 20 Friday		Placement Test Opens
Week 4		
T Sep 24 Tuesday		Placement Test Closes
W Sep 25 Wednesday	Evaluating and Analyzing Behavior Change	
F Sep 27 Friday		Quiz #1 Opens
Week 5		
W Oct 02 Wednesday	<p>Identifying relevant antecedent events (i.e., setting events, motivating operations, and discriminative stimuli)</p> <p>Interpreting Graphic Data Displays</p> <p>Indirect/informant Functional Behavior Assessment</p> <p>Case Consultations 7-750PM</p> <hr/> <p><i>BACB F-6 Describe the common functions of problem behavior.</i></p> <p><i>BACB F-7 Conduct a descriptive assessment of problem behavior.</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, & Heward (2007) Chapter 6 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</p> <p>Quiz #1 Closes</p>
Th Oct 03 Thursday		Quiz #2 Opens
Week 6		
W Oct 09 Wednesday	<p>Conducting direct assessments</p> <p>Case Consultations 4-5PM</p> <hr/> <p><i>BACB F-7 Conduct a descriptive assessment of problem behavior.</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Cooper, Heron, Heward (2007) Chapter 24 p. 500-511 <p>Watch:</p> <ul style="list-style-type: none"> Functional Analysis of Problem Behavior 00:00-23:21 <p>Quiz #2 Closes</p> <p>Quiz #3 Opens</p>
Week 7		

W Oct 16 Wednesday	<p>Functional Analysis I: Standard Procedures</p> <p>Case Consultations 7-8PM</p> <p><i>BACB F-8 Conduct a functional analysis of problem behavior.</i></p>	<p>Read:</p> <ul style="list-style-type: none"> 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"> Hanley Functional assessment of severe problem behavior 10:30-39:23 (Gail's Case) <p>Case Consultation FBA Functional Behavioral Assessment Quiz #3 Closes</p>
Week 8		
W Oct 23 Wednesday	<p>Functional Analysis II: School Variations</p> <p>Midterm Q&A 6-630</p> <p>Case Consultations 630-7PM</p> <p><i>BACB F-8 Conduct a functional analysis of problem behavior.</i></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</i>, 44(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</i>, 44(1), 51-67. doi: 10.1901/jaba.2011.44-51 <p>Midterm Opens</p>
Week 9		
W Oct 30 Wednesday	<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>Midcourse Evaluation</p>	<p>Midterm Closes Quiz - Antecedent Interventions Opens</p>
Week 10		
W Nov 06 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"> Cooper, Heron, & Heward (2008) <ul style="list-style-type: none"> Chapter 16 p. 375-377 Chapter 17 p. 393-398 Chapter 23 p. 486-492 Jennifer M Asmus, David P Wacker, Jay Harding, & Wendy K Berg. (1999). Evaluation of antecedent stimulus parameters for the treatment of escape-maintained aberrant behavior. <i>Journal of Applied Behavior Analysis</i>, 32(4), 495. doi:10.1901/jaba.1999.32-495 <p><u>Supplemental Resources</u> http://ebjp.vkcsites.org/differential-reinforcement/</p> <p>Behavioral Intervention Plan Functional Analysis Quiz - Antecedent Interventions Closes Quiz Differential Reinforcement Opens</p>
Week 11		

W Nov 13 Wednesday	<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 21 p. 456-468 [Extinction] Chapter 22 p. 469-485 [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</i>, 19(2), 169-183. doi:10.1007/s10864-010-9107-4 <p>Quiz Differential Reinforcement Closes Quiz FCT Opens</p>
Week 12		
W Nov 20 Wednesday	<p>Functional Communication Training</p> <hr/>	<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</i>, 1(1), 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</i>, 2(2), 155-166. doi:10.1007/s40489-014-0044-3 <p>Preference Assessment Progress Monitoring Data Quiz FCT Closes</p>
Week 13		
T Nov 26 Tuesday	Friday Instruction	
W Nov 27 Wednesday	No Classes	
Week 14		
W Dec 04 Wednesday	<p>Special Applications</p> <hr/> <p>Punishment</p> <hr/>	<p>Read:</p> <ul style="list-style-type: none"> 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
Week 15		
W Dec 11 Wednesday	<p>Self-Management</p> <hr/> <p>Generalization</p> <hr/>	<p>Behavioral Case Study</p> <p>Chapter 26; Pages 549-574 [group contingencies token economies]</p> <hr/> <p>Chapter 27; 575-612 [self-management]</p> <hr/> <p>Chapter 28; 613-656 [Generalization]</p> <hr/>
F Dec 13 Friday	Fall Exam Preparation (12/13/2019 - 12/13/2019)	
Sa Dec 14 Saturday	First Day of Fall Final Exams (12/14/2019 - 12/19/2019)	Final
Week 16		
W Dec 18 Wednesday		