

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____
	Department <u>Exceptional Student Education</u> College <u>Education</u>		Confirmed _____ Banner Posted _____ Catalog _____
Current Course Prefix and Number EEX 6615		Current Course Title Behavior Assessment & Intervention Selection	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i> All departments in the COE have been consulted; memo attached			
Change title to: Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To: <small>*Review Provost Memorandum</small>		Change description to: Change prerequisites/minimum grades to: See attached Change corequisites to: Change registration controls to: See attached Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date <small>(TERM & YEAR)</small> Fall 2018		Terminate course List final active term	
Faculty Contact/Email/Phone Michael Bradys mbradys@fau.edu 73281			
Approved by		Date	
Department Chair <u>Michael Bradys</u>		<u>11/6/2018</u>	
College Curriculum Chair <u>Pat R. Pugh</u>		<u>11/28/18</u>	
College Dean <u>Valerie J. Buxton</u>		<u>11/30/18</u>	
UGPC Chair _____		_____	
UGC Chair _____		_____	
Graduate College Dean _____		_____	
UFS President _____		_____	
Provost _____		_____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

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Richard
D. [unclear]

EEX 6615 *Behavior Assessment & Intervention Selection*

Prerequisites: EEX 5612 *with grade of "B" or higher*; enrollment in graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY) OR permission from instructor.

Registration Controls: EXST; CEDU; COED; CRIN-CIYN; CUIN; ELEM; EPSY



Department of Exceptional Student Education
 College of Education
 Florida Atlantic University

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Day/Time:

COURSE NUMBER

EEX 6615

COURSE TITLE

Behavior Assessment and Intervention Selection

COURSE DESCRIPTION

This course is an advanced study of behavior assessment, emphasizing functions of problem behavior in school, community, and home settings. Students learn steps and tactics of indirect, descriptive, and analogue assessment (emphasizing experimental assessment in natural settings). Students will analyze and interpret data, and select intervention strategies based on that analysis.

PREREQUISITE

EEX 5612 with a grade of "B" or higher; admission to a graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CIYN; ELEM; EPSY) OR permission from instructor.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK

Students who are reflective decision-makers make informed decisions, demonstrate ethical behavior, and are capable professionals who apply sound principles of applied behavior analysis in their assessment of individuals in schools, homes, and the community-at-large, as well as the selection of intervention strategies.

REQUIRED TEXTS

Cipani, E., & Schock, K.M. (2011). *Functional behavioral assessment, diagnosis, and treatment. (2nd ed.)*, New York: Springer.

Bambara, L. M., Janney, R., & Snell, M. E. (2015). *Behavior Support, 3rd Ed.* Baltimore, MD: Paul H Brookes.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2008) *Applied behavior analysis*, 2nd ed. Upper Saddle River, NJ: Pearson. Note: Students will have this book already from having taken EEX 5612, a prerequisite.

In addition to the text, a series of journal articles will be required reading, including:

Association for Behavior Analysis Task Force on the Right to Effective Behavioral Treatment, ABA, 1989.

Carr, E. G. (1977). The origins of self-injurious behavior: A review of some hypotheses. *Psychological Bulletin*, 84, 800-816.

Dunlap, G. & Fox, L. (1999). A demonstration of behavioral support for young children with autism. *Journal of Positive Behavior Interventions*, 1, 77-87.

Florida Department of Children and Families, *Rule 65G-4: [Behavioral] Service Delivery Practice and Procedure*, Florida Administrative Code. Tallahassee, FL. with special attention to Section 65G-4.009 on behavioral assessment and behavior analysis services plans.

Hagopian, L. P., Long, E. S., & Rush, K. S. (2004). Preference assessment procedures for individuals with developmental disabilities. *Behavior Modification*, 28, 668-677

Horner, R.H., Dunlap, G., Koegel, R.L., Carr, E.G., Sailor, W., Anderson, J., et al. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for Persons with Severe Handicaps*, 15, 125-132

Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197-209. (Reprinted from *Analysis and Intervention in Developmental Disabilities*, 2, 3-20, 1982).

Kahng, S., & Iwata, B. A. (1999). Correspondence between outcomes of brief and extended functional analyses. *The Journal of Applied Behavior Analysis*, 32, 149-159.

Knoster, T. P. (2000). Practical application of functional behavior assessment in schools. *The Journal of Applied Behavior Analysis*, 25, 201-211.

Lennox, D. B., Miltenberger, R. G. (1989). Conducting a functional assessment of problem behavior in applied settings. *The Journal of the Association for Persons with Severe Handicaps*, 14, 304-311.

Miltenberger, R. (2012). *The initial assessment interview training guide*. Personal
EEX 6615 Master Syllabus

communication: *Note do not reproduce author without permission.*

Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., et al. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis*, 24, 509–522.

Scott, T. M. & Nelson, C. M. (1999). Using functional behavioral assessment to develop effective intervention plans: Practical classroom applications. *Journal of Positive Behavior Interventions*, 1, 242-251

Thomas R. H., & Iwata, B. A. (2007). A comparison of outcomes from descriptive and functional analyses of problem behavior. *Journal of Applied Behavior Analysis*, 40, 33-338.

SUPPLIES

You will need one pack of 100, 3 by 5 file cards, unlined is best. These will be used for the SAFMEDS activities in class.

TECHNOLOGY

Your FAU email address will be used extensively. If you have not already signed up for an FAU email, please do so.

Critical Assignments, Live Text, and the COE Assessment System

Many courses in the ESE Department contain Critical Assignments (CAs), and the Department requires that students demonstrate mastery in these CAs. For *this* course however, students do not need to purchase *Live Text* to track the CA. Students are advised that they might need to purchase *Live Text* for other courses in the College of Education or this Department.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *Behavior Analyst Task List-Fourth Edition*
www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf
 - *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*
www.bacb.com/index.php?page=57
 - *BACB Disciplinary and Ethical Standards* www.bacb.com/index.php?page=85
 - *State of Florida Certification Standards for Exceptional Student Education (ESE)*
 - *Florida Educator Accomplished Practices (EAP)*
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

COURSE OBJECTIVES

By the end of this semester, students will have demonstrated their ability to:

1. Describe and appreciate the research base for behavior analytic teaching methods. (BACB Task List B-02)
2. Conduct an indirect assessment to determine potential functions of problem behavior including, reviewing records such as standardized adaptive behavior tests, medical reports, screening tools (including the Questions About Behavioral Functions, Motivation Assessment Scale, and the Functional Analysis Screening Tool), and interviews. (EAP a.4.a, a.4.c) (ESE 4.2, 4.4) (BCBA Task List G-01 thru G-03, G-05, I-02 thru I-05) (ESOL D5:S5.1.a, D5:S5.3.a)
3. Collect scatter plot data, ABC narrative data, and ABC continuous data. (EAP a.4.c; ESE 4.2, 4.4) (BCBA Task List A-01 thru A-07) (ESOL D5:S5.3.a)
4. Conduct a pattern analysis and develop hypotheses based on indirect and descriptive assessments (ESE 4.3) (BCBA Task List I-05)
5. Identify and conduct stimulus preference assessments (including questionnaires and interviews, and direct assessment procedures). (BCBA Task List I-05, I-07, J-02, J-04)
6. Test hypotheses using an analogue functional analysis, brief functional analysis, and functional analysis conditions in natural settings (such as schools, the community, and home). (BCBA Task List D-09, FK-10, FK-11, FK-24, FK-31 thru FK-34, I-04)
7. Interpret data derived from a functional analysis and verify hypotheses. (ESE 4.3) (BCBA Task List G-08, I-05)
8. Select hypothesis-based interventions. (J-02 thru J-08, J-10)
9. Discuss ethical and pragmatic issues with functional behavior assessment and intervention planning in schools, the community, and home. (EAP b.1.c; ESE 4.1) (BCBA Task List K-02) (BACB Guidelines 1.2, 1.3, 1.5, 2.7, 2.10, 3.1 thru 3.5, 4.1 thru 4.12, 10.4, 10.21)
10. Conduct and interpret results from a standardized behavior assessment (e.g., Child Behavior Checklist, Behavior Rating Scales). (BCBA Task List I-02, I-03)

COURSE CONTENT

Throughout the 1960s and 1970s, behavior change strategies were typically applied without an understanding of the function, or purpose of the problem behavior(s). Often this led to ineffective strategies, primarily based on aversive procedures. With the advent of functional behavior assessment tactics, teachers, parents, behavior analysts, and other

practitioners are able to discern the purpose of problem behaviors and develop strategies specific to the function of the individual's behavior. This has resulted in proactive, positive procedures for behavior change, with less reliance on aversive technologies.

TOPICS

- Foundations for behavior assessment
- Indirect assessment
- Descriptive assessment procedures
- Functional analysis procedures in the school, community, and home
- Preference assessments
- Selection of hypothesis based interventions
- Ethics with behavior assessment and intervention selection

COURSE REQUIREMENTS

Quizzes: Students are responsible for all assigned readings prior to coming to class and should be ready to discuss the material in the readings. Each week, there will be a short quiz at the beginning of class. These quizzes will cover the information from the assigned readings and class discussions of that week. There will be a total of 10 multiple-choice questions per quiz with a time limit of 10 minutes. These quizzes are open-book/open-note quizzes, however they are timed. Therefore, you should read and review your materials prior to taking the quiz because there will not be enough time to look up every answer.

Collaboration with others during the taking of the quiz is considered cheating and is prohibited.

In-Class Activities: There will be several graded classroom activities.

The first of these activities is to view video of a student emitting problem behavior(s) and collect ABC data on that behavior.

Other in class activities will focus on small group review of critical sections of the course text or significant readings. Some of this content is challenging and small group work will help with each student's understanding of the material.

Next, students will analyze the data, develop hypothesis statements, and suggest intervention strategies that can be carried out in natural settings. Students will be graded on the accuracy of the data collected, the development of the hypothesis statement(s), and the proposed intervention strategies.

The next graded in-class assignment is to simulate each of the functional analysis conditions with a classroom partner. Partners will be given a scenario to role-play that will include the behavior(s) to emit and the function(s) of those behaviors. Each student will be given the behavioral definition(s) of the behaviors and expected to implement each functional analysis condition, collect the appropriate data and graph it, determine the function(s) of the behavior(s), and suggest intervention strategies.

Classroom activities may include from this list of 11 activities:

- Write operational definitions of behaviors
- Determine salient information from indirect assessments (e.g., interviews, MAS, QABF)
- Collect ABC and/or interval data from videos
- Conduct a pattern analysis
- Develop a hypothesis statement
- Conduct preference assessments
- Interviewing practice activities in class (Based on the Miltenberger Interviewing Guide)
- Conduct a mock functional analysis: as simulation of functional analysis conditions from Iwata, 1982/1994
- Select a hypothesis-based intervention
- Assess social acceptability of behavior interventions
- Conduct & interpret results from a standardized behavior assessment

OBJ. 1-10

SAFMEDS:

For this requirement, students will learn essential behavioral analytic content relating to assessment on fact cards and practice the content in order to reach a fluent level of responding. There will be three separate units of instruction presented in this manner. This is a classic demonstration of behavioral self-instruction with excellent applicability to teaching and learning. The acronym *SAFMEDS* serves to describe a data-based instructional process in which students, **S**ay the content, addressing **A**ll of the cards in the set, at a pace that is **F**ast, within a **M**inute time period, conduct timed practices **E**very **D**ay, and for each practice **S**huffled (randomize) the deck. Students will be instructed in how data can be taken from each timed performance and graphed on a Standard Behavior Chart to both record performance and improve the quality of self-instructional decision making. Your chart of daily practice data for corrects and errors is an essential element of the assignment.

Your instructor will develop the three sets of 30 cards. But note that you only need to achieve a rate of 28 correct cards per minute to get a maximum score. Each card will have a question or stem that the student will read silently. The question should elicit the response or answer that will appear on the back of the card. The responses are to be said aloud. You should not read the front of the card aloud as this will slow you down. Read front content silently and quickly.

This assignment can be easily mastered with diligent effort. However, students who forgo daily practice or who fail to use the procedures demonstrated, may experience poor performance. This is to be avoided but if you do poorly on this your grade will reflect your poor performance. *Your instructor's advice is to take this activity seriously and learn how to make good use of this SAFMEDS technique.*

The SAFMEDS technique will be demonstrated in class with a video tutoring and or a live presentation of the process. See Appendix A for a sample.

The following points will be awarded for your performance on a 1-minute, in class timing:

28 corrects or higher with 2 or fewer errors=	5 points
26 corrects or higher with 2 or fewer errors =	4 points
24 corrects or higher with 2 or fewer errors =	3 points
20 corrects or higher with 2 or fewer errors =	2 points
15 corrects or higher with 2 or fewer errors =	1 point
Below 15 corrects per minute=	0 points

Sample card content:

Front of card: In Cipani and Schock system, SMA=

Back of card: Socially Mediated Access

OBJ. 2 & 3

Case Studies:

Students will be responsible for completing two case studies. Students will respond to the cases by considering typical tactics used to plan, develop and implement assessment strategies. Students will also analyze the data, develop hypothesis statements, describe intervention strategies, and present a rationale for the strategies selected. The response format will be further clarified in class. The format for the major case study is presented in Appendix B.

OBJ. 4 & 8

ASSESSMENT PROCEDURES

Assignment	Points	% of course grade
Quizzes 10 (3 points each)	30	30%
SAFMEDS 3 units (5 pts each)	15	15%
In-Class Activities 10 (2 points each)	20	20%
Case Study #1	5	10%
Case Study #2	25	25%
TOTAL	100	100 %

GRADING (ESE GRADING SCALE)

Activity scores are cumulative and the grade scale represents the percentage of total points earned.

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82
D+ = 67-69

C+ = 77-79
D = 63-66

C = 73-76
D- = 60-62

C- = 70-72
F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

University Attendance Policy: Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Course Policies:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course. **If you have any kind of emergency that will affect your class performance and grade, please talk to your instructor as soon as possible. Your professor is unable to assist you if he/she is not aware of potentially hindering circumstances. INSTRUCTOR- INSERT ATTENDANCE POLICY**
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced. **INSTRUCTOR- INSERT LATE POLICY**
5. Religious accommodation will be made for students who request them. **You must request accommodations before you are absent from class.**
6. Changes to the syllabus: Amendments to schedules, assignments, grading criteria, or any other course policy may be changed based on the class performance. If there is any change, that will be announced in class and students are responsible for those changes.
7. A minimum grade of 83% is required to continue in the ESE Master's program

8. Grades of Incomplete (“I”) are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances
9. ***Computers/laptops are allowed for note taking purpose only.***

Etiquette Policy

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.” ***Please be respectful of your instructor and classmates by adhering to this policy.***

Students with Disabilities:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. Information regarding SAS services and locations can be found at:

<http://www.fau.edu/sas/>

Honor Code: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

BIBLIOGRAPHY

(A partial list of resources used in support of this course.)

- Baer, D.M., Wolf, M.M., & Riseley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97.
- Carr, E. G., et al. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16.
- Chandler L. K. & Dahlquist, C.M. (2006). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. (2nd ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Cooper, J.O., Heron, T.E. & Heward, W.L. (2007). *Applied behavior analysis*. (2nd Ed.) Columbus, OH: Merrill/Prentice Hall.

- Iwata, B. A., et al. (1994). The functions of self-injurious behavior: An experimental-epidemiological analysis. *Journal of Applied Behavior Analysis*, 27, 215-240.
- Malott, R. W., Malott, M.E., & Trojan, E.A. (2000). *Elementary principles of behavior* (4th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Richards, S., Taylor, R., Ramasamy, R., & Richards, R. (1999). *Single subject research: Applications in educational and clinical settings*. San Diego: Singular.
- Repp, A. C. & Horner, R. H. (1999). *Functional analysis of problem behavior: From effective assessment to effective support*. Belmont, CA: Wadsworth Publishing Company.
- Scheuermann, B. K. & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River NJ: Merrill-Prentice Hall.
- Sulzer-Azaroff, B., & Mayer, G.R. (1991). *Behavior analysis for lasting change*. New York: Harcourt Brace Jovanovich.
- Wallace, M. D. & Knights, D. J. (2003). An evaluation of a brief functional analysis format within a vocational setting. *Journal of Applied Behavior Analysis*, 36, 125-128.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

The instructor of this course used the following guidelines from the Florida Department of Education and the Behavior Analyst Task List-Fourth Edition.

- 4.1 Analyze legal & ethical issues pertaining to positive behavior management strategies & disciplinary actions.
- 4.2 Identify data collection strategies to assess student behavior.
- 4.3 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.
- 4.4 Identify & interpret the essential elements of a functional behavior assessment & a behavior intervention plan.
- 4.5 Recognize the various concepts & models of positive behavior management.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

a.4.a Quality of Instruction: Assessment: Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process

a.4.c. Quality of Instruction: Assessment: Uses a variety of assessment tools to monitor student progress, achievement and learning gains

b.1.c. Continuous Improvement, Responsibility, and Ethics: Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D5:S5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.

D5:S5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development

BACB TASK LIST-FOURTH EDITION
EEX 6615

SECTION 1: BASIC BEHAVIOR-ANALYTIC SKILLS	
#	A. MEASUREMENT
A-01	Measure frequency (i.e., count).
A-02	Measure rate (i.e., count per unit time).
A-03	Measure duration.
A-04	Measure latency.
A-05	Measure interresponse time (IRT).
A-06	Measure percent of occurrence.
A-07	Measure trials to criterion.
#	B. EXPERIMENTAL DESIGN
B-02	Review and interpret articles from the behavior-analytic literature.
#	D. FUNDAMENTAL ELEMENTS OF BEHAVIOR CHANGE
D-09	Use the verbal operants as a basis for language assessment.
SECTION 2: CLIENT-CENTERED RESPONSIBILITIES	
#	G. IDENTIFICATION OF THE PROBLEM
G-01	Review records and available data at the outset of the case.
G-02	Consider biological/medical variables that may be affecting the client.
G-03	Conduct a preliminary assessment of the client in order to identify the referral problem. G-04
G-05	Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
G-08	Identify and make environmental changes that reduce the need for behavior analysis services.
	I. ASSESSMENT
I-02	Define environmental variables in observable and measurable terms.
I-03	Design and implement individualized behavioral assessment procedures.
I-04	Design and implement the full range of functional assessment procedures.
I-05	Organize, analyze, and interpret observed data.
I-07	Design and conduct preference assessments to identify putative reinforcers.
	J. INTERVENTION
J-02	Identify potential interventions based on assessment results and the best available scientific evidence.
J-03	Select intervention strategies based on task analysis.
J-04	Select intervention strategies based on client preferences.
J-05	Select intervention strategies based on the client's current repertoires.
J-06	Select intervention strategies based on supporting environments.

J-07	Select intervention strategies based on environmental and resource constraints.
J-08	Select intervention strategies based on the social validity of the intervention.
J-10	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
#	K. IMPLEMENTATION, MANAGEMENT, AND SUPERVISION
K-02	Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
SECTION 3: FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE BACB FOURTH EDITION TASK LIST	
FK 10-42	DEFINE AND PROVIDE EXAMPLES OF:
FK-10	behavior, response, response class
FK-11	environment, stimulus, stimulus class
FK-24	stimulus control
FK-31	behavioral contingencies
FK-32	contiguity
FK-33	functional relations
FK-34	conditional discriminations

**BEHAVIOR ANALYST CERTIFICATION BOARD®
GUIDELINES FOR RESPONSIBLE CONDUCT**

- 1.0 RESPONSIBLE CONDUCT OF A BEHAVIOR ANALYST.**
 - 1.1 Reliance on Scientific Knowledge.
 - 1.2 Competence.
 - 1.5 Professional and Scientific Relationships.
- 2.0 THE BEHAVIOR ANALYST'S RESPONSIBILITY TO CLIENTS.**
 - 2.7 Maintaining Confidentiality.
 - 2.10 Treatment Efficacy.
- 3.0 ASSESSING BEHAVIOR.**
 - 3.1 Behavioral Assessment Approval.
 - 3.2 Functional Assessment.
 - 3.3 Explaining Assessment Results.
 - 3.4 Consent-Client Records.
 - 3.5 Describing Program Objectives.
- 4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.**
 - 4.1 Describing Conditions for Program Success.
 - 4.2 Environmental Conditions that Preclude Implementation.
 - 4.3 Environmental Conditions that Hamper Implementation.
 - 4.4 Approving Interventions.
 - 4.5 Reinforcement/Punishment.
 - 4.6 Avoiding Harmful Reinforcers.
 - 4.7 On-Going Data Collection.

- 4.8 Program Modifications.
- 4.9 Program Modifications Consent.
- 4.10 Least Restrictive Procedures.
- 4.11 Termination Criteria.
- 4.12 Terminating Clients.
- 10.0 THE BEHAVIOR ANALYST AND RESEARCH**
- 10.4 Informed Consent.
- 10.21 Acknowledging Contributions.

TENTATIVE COURSE SCHEDULE
Dates, assignments, and topics are subject to change

SESSION/ DATE	TOPICS	ASSIGNMENTS & READINGS
1	<i>Introduction to the Course, Review of ABA, Standard Celeration Charting Review of behavioral basics to include response and response, class, stimulus and stimulus class, stimulus control, functional relations, conditional discriminations and others foundational knowledge.</i>	<i>Cipani & Schock, Ch 1</i>
2	<i>Basic concepts of behavioral assessment *Functions of behavior *Rationale for assessment *Default technologies * Team-based process Review of ABA measurement skills as they apply to assessment and intervention selection.</i>	<i>Cipani & Schock, C.h 1 Write SAFMEDS Unit 1 in class Quiz 1</i>
3	<i>*Descriptive Assessment: Records Review (including medical records, prior behavior interventions, standardized tests) QABF; MAS; FAST Consideration of biological and medical issues in assessment and intervention.</i>	<i>Cipani & Schock, Ch. 2 Lennox & Miltenberger (1989) Timings on SAFMEDS Unit 1 in class Write SAFMEDS Unit 2 in class Quiz 2</i>
4	<i>*Descriptive Assessment: Records Review (including standardized tests & criterion-based assessments, such as the ABBLs, VB- MAPS, etc.) *Using the results for assessment & intervention planning Descriptive Assessment: Direct observation and behavioral interviewing (discussion and video examples)</i>	<i>Miltenberger (2012) Knoster (2000) Interviewing Guide Review QABF; MAS; FAST which will be provided in class Timings on SAFMEDS Unit 2 in class Interview activity Quiz 3</i>

5	<i>Preference assessment procedures In class activities for preference assessment Bring snacks, if you wish, that we can use for simulated preference assessments. Also consideration of task analysis and the selection of interventions.</i>	<i>Hagopian et al. (2004) Assessment activity in class for credit Write SAFMEDS Unit 3</i>
6	<i>A function based diagnostic -classification system for challenging behaviors *Rational for the system</i>	<i>Cipani & Schock, Ch. 3 Thomas & Iwata (2007) Timings on SAFMEDS Unit 3 in class Quiz 4</i>
7	<i>Replacement behaviors as an essential element in behavioral assessment and intervention: Disable one function- enable another! The selection of contextually relevant <u>and</u> effective replacement behavior</i>	<i>Cipani & Schock, Ch 4 Johnston, 2012 Quiz 5</i>
8	<i>*Functional Analysis (research base, general methodology, data collection procedures) The use of various formats of data collection in FBA Focus on interpretation of the Iwata, Dorsey, et al article and its significance. Functional behavioral treatment protocols for Socially mediated behaviors (SMA)</i>	<i>Cipani and Schock Ch. 5 (pgs. 173-200) Carr (1977) Iwata, Dorsey, et al. (1994/1982) Northup et al., (1991) Kahng & Iwata (1999) as per your assigned articles</i>
9	<i>Functional analysis – Socially mediated Access (SMA)</i>	<i>Cipani & Schock, Ch 5 (pgs. 200- 233) Quiz 6</i>
10	<i>* Functional analysis- Socially mediated escape (SME)</i>	<i>Cipani & Schock, pgs. 235-262 Quiz 7</i>
11	<i>Functional analysis- Socially mediated escape (SME) Part 2. The role of NCE and analysis of verbally challenging behaviors</i>	<i>Cipani & Schock, pgs. 262-284</i>

12	<i>Functional assessment of Direct Access and Direct Escape Consideration of the CBV safety assessment for transporting children with problem behaviors</i>	<i>Cipani & Schock review pgs. 84-91 and 106-113 Dunlap et al. (1994)</i>
13	<i>Developing interventions: Planning for home based and school based intervention The need to go beyond replacement behaviors and the issue with too great a reliance on replacement behaviors</i>	<i>Bambara et al. (2015) pgs. 73-152. Dunlap & Fox (1999) Scott & Nelson (1999) as per your assigned articles</i> <i>Quiz 8</i>
14	<i>Ethics 1 (Guiding principles) Florida Rule 65G-4, implications for behavior analysts</i>	<i>Florida Rule 65G-4 selected case studies Student case studies Review Bambara et al. (2015)</i>
15	<i>Ethics 2 (Informed Consent, Consumer Rights and Protections) Presentation of case studies</i>	<i>Readings: Association for Behavior Analysis Task Force on the Right to Effective Behavioral Treatment</i>
16	<i>Ethics 3 (Assessment and Intervention Selected Issues)</i> Present and discuss responses to case study	<i>Selected ethical dilemmas Horner, et al, 1990, a seminal paper Peer review of student case studies for ethical issues.</i>

APPENDIX A

Sample Terms for EEX 6615 for SAFMEDS for one unit of instruction

Naturalistic functional analysis
<i>Analogue</i> functional analysis
Two types of functional analysis
Antecedent control
Termination criteria (for FBA)
Unconditioned motivating operations
Abolishing operations
Behavior altering effect
Stereotyped behavior
Transitive CMO
Hypothesis.
Evocative effect
Function altering effect
Conditioned motivating operations
Functional Analysis
Response blocking
Reflexive CMO
Prompt dependence
Access Mand (request
Value -altering effect
topography (of behavior)
Automatic reinforcement
Setting events
Establishing operation
Escape extinction
Treatment integrity
Abolishing effect

APPENDIX B
Case Studies

Behavior Assessment and Intervention Selection

Students will be responsible for completing case studies. Students will respond to the cases by considering typical tactics used to plan, develop and implement assessment strategies. Students will also analyze the data, develop hypothesis statement(s), describe intervention strategies, and present a rationale for the strategies selected. The response format will be further clarified in class.

This assignment is **worth 25 point or 25%** of the grade total.

For our Fall 2016 term, we will do one case study that will have both assessment and treatment /support components. These will be due, in class, December 3 Completed case studies can be turned in on November 19 with the option of the student being able to correct and resubmit without penalty. Resubmission by December 3 Be sure to have your case study ready to turn in and to discuss on the evening of

Format of the assignment.

The case study is for Bethany a little girl described in Linda Bambara's chapter, Overview of the behavior support process (2005). You have a good deal of information here on which to base your work. Notice that Malik's case is also featured and this could be done, in place of Bethany for a limited number of students with instructor permission. Talk to me if you wish to do Malik. Bethany is the class-wide case. Her case will be provided in class on November 5.

Your assignment is to complete each of the components detailed below. Assemble these materials into a report and put a cover page on which you have your name, the course prefix and number, instructor name, term centered on the page. Follow this by a comments page that I will use for comments. Then begin your reporting. Some components will be assessments that you may have downloaded or copied or developed, other components will be text you generate as original material. Other pages will be line charts or other forms of data display. Be sure to use the section heading and component headings as featured in **bold** below. Suggested length is noted for a number of components. Page length for this is with margins of 1 inch all around and with 1.5 line spacing with 12 point font size.

Components:

Step 1: Introduction

- A. **Describe the child and the nature of the problem.** Here you are providing a tight summary of relevant material as presented in the case featured in Bambara.

Suggested length = 1 page

- B. **Prioritize and define the problem behavior(s).** Identify at least two significant problems and indicate which may have priority. Discuss the overall significance of these issues for this child.

Suggested length = 1 page

Step 2: Conduct a functional assessment:

General plan: Here you will provide a narrative description of how you will be assessing Bethany's issues. This first part is introductory and places the A and B elements into context.

Suggested length = 1 page

- A. **Gather broad information.** Describe the information you will need to gather to understand this child's challenges. This to include but not limited to interviewing or key persons, review of records, review of previous assessments- academic, behavioral and other, behavior checklists, understanding preferences for the child and determining what intervention and support efforts, if any have been attempted previously. Provide a list of the questions you would present for interviews.

Suggested length = 2-3 pages

- B. **Gather specific information:** In this section provide specific information on behavior analytic activities you will conduct for this child to include direct observation, ABC recording, Scatter plots, in situ hypothesis testing, trigger analysis and other techniques you will use. This could include an optional Functional Behavioral Analysis. *Mention these elements narratively and include them as if you had completed them for this child in relevant settings and in alignment with your working hypothesis or hypotheses as to the functions of the problem behaviors.*

Suggested length = 6-9 pages (many of them being forms)

Step 3: Develop Hypothesis statement(s)

State hypotheses for the two behaviors (minimum) in the form shown in Bambara which is the same as that presented in class. In addition to the specific statements, offer an additional narrative explanation of the apparent functions of these problem behaviors. Be sure to include the Cipani diagnostic category and discuss why you have discounted or ruled out other likely categories.

Suggested length = 1.5 pages

Step 4: Develop the behavior support plan

- A. **Overview and introduction.** In this section in which you tell the reader what is coming.

Suggested length = ½ to 1 page

- B. **Antecedent/setting event interventions:** Detail how the environment should be made different and how people should rearrange or change the ways in which they interact with Bethany before any problem behavior occurs. Consider the broad array of possible antecedents and settings events. For Bethany's case, a number of them are very obvious.

Suggested length = 1.5 - 3 pages

- C. **Alternative skill instruction.** Consider creatively, an array of skills, in addition to the ones being targeted previously, that can be programmed to support this child. In addition, suggest ways that currently targeted skills can be taught more effectively.

Suggested length = 1.5 - 3 pages

- D. **Response to problem behavior.** This may be considered the most important element of the support plan and in it you will detail how people will respond to the challenging behaviors shown by Bethany in ways that are behaviorally helpful. This may include the use of contingency management and even the use of mild punishers and the use of extinction. Carefully describe how staff and separately how family members should interact with Bethany to help reduce her problems. I will be looking for both staff and family instructions in addition to a general narrative on how the problem can now be responded to.

Suggested length = 1.5 -3 pages

- E. **Long term supports.** Here consider that you have resources at your disposal as would be the case in a somewhat more child friendly society. Lay out a

plan for long-term supports for Bethany. These may involve permanent planning, being in ESE or more fully included or being sent a special center or could involve music lessons, horseback riding, tutoring, participation in Girl Scouts or church activities, Big Brother/ Big Sisters; you name it. Consider, for this component, if this were to be your child and you knew you were dying and had financial resources to provide for her care. What would you ask to be provided.

Consider that a support agency such as CARD was available to provide additional support for this child. And that this child may be eligible for Wrap-around services from a state –funded social services agency. These additions may allow your plan to be more progressive.

Suggested length = 2 - 3 pages

Step 5: Implement, evaluate and modify. Provide a general overview of this section *in not more than one page.*

A. Implement. How will you organize implementation of these efforts? Provide details on how this will go. This should include discussion of staff and or family training.

Suggested length = 1.5 - 2 pages

B. Evaluate. Describe how your overall behavioral support effort for Bethany will be evaluated. Provide two line charts with at least two relevant behaviors – either carefully hand drawn (straight lines and careful manuscript legends etc.) or computer generated- to extend over at least 120 days in which a generally positive outcome is shown. Comment on your visual analysis of these data in your general description in this component.

Suggested length = 1- 1.5 pages

C. Modify. Provide your decision rules or guidelines for when the program should be modified. For example, if a targeted behavior increases over baseline after two weeks of intervention. Tell what should happen if things go poorly. What would a poor outcome look like- offer a way to detect a poor outcome. Consider in this section also how you can recognize success and celebrate that success. Project a positive outcome for Bethany as a result of your planning and the efforts of those who care for her.

Suggested length = 1page