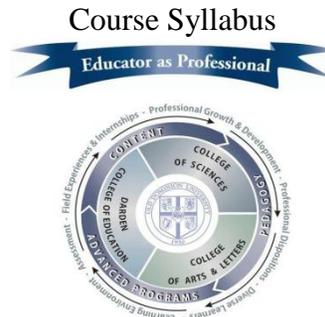


**Old Dominion University**  
**Communication Disorders and Special Education**  
**Applied Behavior Analysis Certificate Program**



**Darden College of Education Conceptual Framework**

**Course Number:** SPED 643

**Course Title:** Applied Behavior Analysis: Assessments and Interventions

**Professor:** Laura C. Chezán, Ph.D., BCBA-D

Email: [lchezan@odu.edu](mailto:lchezan@odu.edu)

Office Phone: (757) 683-7055

Office Location: Child Study Center (CSC) Room 110

**Meeting Times:** Mondays, 4:30 pm – 9:00 pm

**Office Hours:** Tuesdays, 1:00 pm – 3:00 pm and 4:15 pm – 5:15 pm

Thursdays, 1:00 pm – 3:00 pm and 4:15 pm – 5:15 pm

**Mission Statement of the Darden College of Education**

Old Dominion University's major purpose in its education program is to prepare individuals who have knowledge of their discipline, ability to practice state-of-the-art instruction with students of various cultural and socioeconomic backgrounds, and attitudes that reflect commitment to teaching and learning as well as lifelong professional growth and development. The [conceptual framework, \*Educator as Professional\*](#), reflects the development of professional educators who can use their pedagogical and academic abilities to educate all students.

**Course Description**

Lecture 3 hours; 3 credits. Prerequisite: Admission to applied behavior analysis graduate certificate program and completion of SPED 640 *Applied Behavior Analysis: Principles, Procedures and Philosophy* or consent of the instructor. This course further expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for clients with fundamental behavioral needs.

**Course Purpose**

This course is one of a six-course sequence leading to a post-masters certificate in applied behavior analysis (ABA) from Old Dominion University. The certificate program is designed to

teach participants to develop and implement behavioral programs based on data and assessments that increase positive skills and/or reduce interfering behavior in real life environments while maintaining ethical and responsible programming. The ODU Post-Masters Certificate in Applied Behavior Analysis (ABA) provides coursework derived from the standards of the Behavior Analyst Certification Board (BACB) and the Board's Guidelines for Responsible Conduct ([www.bacb.com](http://www.bacb.com)). Students who meet the degree requirements, complete 225 hours classroom hours of graduate level instruction in the program, and meet the experience requirements are eligible to sit for the national Board Certified Behavior Analyst (BCBA) exam.

### **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities through Blackboard

### **Student Outcomes**

Upon completion of this course, students will:

1. Describe the rationale for conducting a functional assessment and a functional analysis.
2. Describe, identify, and demonstrate procedures for conducting a functional assessment.
3. Describe and identify procedures for conducting a functional analysis.
4. Interpret functional assessment and functional analysis data.
5. Select and develop function-relevant instructional and intervention procedures on the basis of functional assessments or functional analyses.
6. Write well-composed, parsimonious instructions for implementers of behavior analytic instructional and intervention procedures.
7. Incorporate interobserver agreement, procedural fidelity, and implementer behavior management procedures into written behavior analytic instructional and intervention procedures.

### **Required Textbooks**

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.

Sidman, M. (2001). *Coercion and its fallout*. Boston, MA: Authors Cooperative. ISBN 1-888-83001-8

### **Required Materials**

Download a Task List (4<sup>th</sup> Ed.), *Disciplinary Standards, and Guidelines for Responsible Conduct* (2010 Ed.) from the Behavior Analyst Certification Board's website ([www.bacb.com](http://www.bacb.com)).

### **Recommended Textbooks**

None.

## Additional Readings

- Asmus, J.M., Vollmer, T.R., & Borrero, J.C. (2002). Functional behavioral assessment: A school-based model. *Education and Treatment of Children, 25* (1), 67 – 90.
- Berg, W.K., Peck, S., Wacker, D.P., Harding, J., McComas, J., Richman, D., & Brown, K. (2000). The effects of pre-session exposure to attention on the results of assessments of attention as a reinforcer. *Journal of Applied Behavior Analysis, 33* (4), 463 – 477.
- Bijou, S.W., Peterson, R.F., & Ault, M.H. (1968). A method to integrate descriptive and experimental field studies at the level of data and empirical concepts. *Journal of Applied Behavior Analysis, 1* (2), 175 – 191.
- Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment for Children, 30* (4), 67 – 80.
- Bloom, S.E., Iwata, B.A., Fritz, J.N., Roscoe, E.M., & Carreau, A.B. (2011). Classroom application of a trial-based functional analysis. *Journal of Applied Behavior Analysis, 44*(1), 19-31.
- Bosma, A., & Mulick, J.A. (1990). Brief report: Ecobehavioral assessment using transparent scatter plots. *Behavioral Residential Treatment, 5* (2), 167 – 140.
- Derby, K.M., Wacker, D.P., Sasso, G., Steege, M., Northup, J., Cigrand, K., & Asmus, J. (1992). Brief functional assessment techniques to evaluate aberrant behavior in an outpatient setting: A summary of 79 cases. *Journal of Applied Behavior analysis, 25* (3), 713 – 721.
- Falcomata, T.S., Roane, H.S., Feeney, B.J., & Stephenson, K.M. (2010). Assessment and treatment of elopement maintained by access to stereotypy. *Journal of Applied Behavior Analysis, 43* (3), 513 – 517.
- Goh, H.L., Iwata, B.A., Shore, B.A., DeLeon, I.G., Lerman, D.C., Ulrich, S.M., & Smith, R.G. (1995). An analysis of the reinforcing properties of handmouthing. *Journal of Applied Behavior Analysis, 28* (3), 269 – 283.
- Hagopian, L.P., Fisher, W.W., Thompson, R.H., & Owen-DeSchryver, J. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis, 30* (2), 313 – 326.
- Hoch, T.A., (2007). Why did my kid do that? Using scatterplots to identify factors contributing to behavioral difficulties. In D. Linville & K.M. Hertlein (Eds.), *The therapist's notebook for family healthcare: Homework, handouts, and activities for individuals, couples, and families coping with illness, loss, and disability*. Binghamton, NY: Haworth Press.

- Hoch, T.A., Hammell, C.E., Hajimihalis, C., Brodeur, D.K., & Johnson, S.D. (1996). A descriptive comparison of two zone discrimination reinforcer assessment procedures. *Education and Treatment of Children, 19* (2), 153 – 169.
- Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans: A technical brief. *Exceptionality, 8* (3), 205 – 215.
- 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* (2), 197 – 209.
- Kahng, S.W., Iwata, B.A., & Fischer, S.M. (1998). Temporal distributions of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis, 31* (4), 503-604.
- Lang, R., Davis, T., O'Reilly, M., Machalicek, W., Rispoli, M., Sigafos, J., Lancioni, G., & Register, A. (2010). Functional analysis and treatment of elopement across two school settings. *Journal of Applied Behavior Analysis, 43* (1), 113 – 118.
- LaRue, R.H., Lenard, K., Weiss, M.J., Bamond, M., Palmieri, M., & Kelley, M.E. (2010). Comparison of traditional and trial based methodologies for conducting functional analyses. *Research in Developmental Disabilities, 31*, 480 – 487.
- Love, J.R., Carr, J.E., Almason, S.M., & Petursdottir, A.I. (2009). Early and intensive behavioral services for autism: A survey of clinical practices. *Research in Autism Spectrum Disorders, 3*, 421 – 428.
- MacDonald, A., & Hume, L. (2010). The use of multi-element behaviour support planning with a man with severe learning disabilities and challenging behaviour. *British Journal of Learning Disabilities, 38*, 280 – 285.
- Nahgahgwon, K.N., Umbreit, J., Liaupsin, C.J., & Turton, A.M. (2010). Function-based planning for young children at risk for emotional and behavioral disorders. *Education and Treatment of Children, 33* (4), 537 – 599.
- Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. *Journal of Applied Behavior Analysis, 24* (3), 509 – 522.
- O'Reilly, M.F. (1996). Assessment and treatment of episodic self-injury: A case study. *Research in Developmental Disabilities, 17* (5), 349 – 361.
- Paclawskyj, T.R., & Vollmer, T.R. (1995). Reinforcer assessment for children with developmental disabilities and visual impairments. *Journal of Applied Behavior Analysis, 28* (2), 219 – 224.

- Pelios, L., Morren, J., Tesch, D., & Axelrod, S. (1999). The impact of functional analysis methodology on treatment choice for self-injurious and aggressive behavior. *Journal of Applied Behavior Analysis, 32* (2), 185 – 195.
- Peterson, S.M.P., Derby, K.M., Berg, W.K., & Horner, R.H. (2002). Collaboration with families in the functional behavior assessment of and intervention for severe behavior problems. *Education and Treatment of Children, 25* (1), 5 – 25.
- Pyles, D.A.M., Muniz, K., Cade, A., & Silva R. (1997). A behavioral diagnostic paradigm for integrating behavior-analytic and psychopharmacological interventions for people with a dual diagnosis. *Research in Developmental Disabilities, 18* (3), 185 – 214.
- Rojahn, J., Schroeder, S.R., & Hoch, T.A. (2007). Assessment. In Rojahn, J., Schroeder, S.R. & Hoch, T.A. (2007) *Self-injurious behavior in intellectual disabilities*. New York, NY: Elsevier, pp. 95 – 132.
- Schmidt, J.D., Drasgow, E., Halle, J.W., Martin, C.A., & Bliss, S. (2013). Discrete-trial functional analysis and functional communication training with three individuals with autism and severe problem behavior. *Journal of Positive Behavior Interventions*.
- Schanding, G.T., Tingstrom, D.H., & Sterling-Turner, H.E. (2009). Evaluation of stimulus preference assessment methods with general education students. *Psychology in the Schools, 46* (2), 89 – 99.
- Shore, B.A., Iwata, B.A., Vollmer, T.R., Lerman, D.C., & Zarcone, J.R. (1995). Pyramidal staff training in the extension of treatment for severe behavior disorders. *Journal of Applied Behavior Analysis, 28* (3), 323 – 332.
- Sigafoos J., & Sagers, E. (1995). A discrete-trial approach to the functional analysis of aggressive behavior in two boys with autism. *Australia and New Zealand Journal of Developmental Disabilities, 20*(4), 287-297.
- Singh, N.N., Matson, J.L., Lancioni, G.L., Singh, A.N., Adkins, A.D., McKeegan, G.F., & Brown, S.W. (2006). Questions about behavioral function in mental illness (QABF- MI): A behavior checklist for functional assessment of maladaptive behavior exhibited by individuals with mental illness. *Behavior Modification, 30* (6), 739-751.
- Tarbox, J., Wilke, A.E., Najdowski, A.C., Findel-Pyles, R.S., Balasanyan, S., Caveney, A.C., Chilingaryan, V., King, D.M., Niehoff, S.M., Slease, K., & Tia, B. (2009). Comparing indirect, descriptive, and functional assessments of challenging behavior in children with autism. *Journal of Developmental and Physical Disabilities, 21*, 493 – 514.
- Wilder, D.A., Schadler, J., Higbee, T.S., Haymes, L.K., Bajagic, V., & Register, M. (2008). Identification of olfactory stimuli as reinforcers in individuals with autism: A preliminary investigation. *Behavioral Interventions, 23*, 97 – 103.

Zarcone, J.R., Crosland., K., Fisher, W.W., Wordsell, A.S., & Herman, K. 1999). A brief method for conducting a negative-reinforcement assessment. *Research in Developmental Disabilities, 20* (2), 107 – 124.

## **Course Policies**

### **Attendance:**

Students are expected to be present at the beginning of every class session, and to remain present and actively participate throughout every class session. Should a student be absent, the student will consult with other students regarding missed content and materials.

### **Late Work Policy:**

**NO LATE WORK WILL BE ACCEPTED.** In the rare cases in which I accept late assignments, the available point value will be reduced to half.

## **Course Requirements, Performance Based Assessments, and Criteria for Evaluation**

### **Blackboard Discussion Board Forums (5 points each)**

For weeks indicated below, and in conjunction with readings from Sidman (2001), respond to assigned Discussion Board Forums (DBF). To respond to DBF, complete the following:

1. Read the instructor's question or statement.
2. Read your classmates' responses.
3. Respond directly to the instructor's question or to content posted by one of your classmates.

**Due Dates:** March 24, March 31, April 7, April 21, April 28, May 5, and May 12 by 4:30 pm via Blackboard

**Total Points Possible:** 35 points

### **Project 1: Records review (20 points)**

You will receive a portion of a medical record, incident reports, definitions of target behaviors, and a table with columns that make up parts of a behavioral contingency. You will review the records, and then will fill in the table classifying information contained in the medical record and incident report into possibly relevant parts of behavioral contingencies of which the target behavior is part of.

**Due Date:** March 24, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 20 points

### **Project 2: Interview Interpretation, Interview Data Collection, ABC Data Collection, ABC Data Interpretation (20 points)**

1. *Interview Interpretation:* You will be provided with one completed interview and a table that has columns that make up parts of a behavioral contingency. You will review the interview form, and will fill in the table classifying the information contained in the form into possibly relevant parts of behavioral contingencies of

which the behavior is a part.

2. *Interview Data Collection:* You will view a functional assessment interview video, and you will record the information from that interview on the functional assessment interview form provided. You will then summarize the information in the interview form on a table, classifying the information into possible behavioral contingencies.
3. *ABC Data Collection and Interpretation:* You will be provided with a video link and an ABC Data Collection table. You will watch the video at the link and collect ABC data. Next, you will summarize the ABC data into potentially relevant MOs, SDs, and Consequences.

**Due Date:** March 31, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 20 points

**Project 3: Scatterplotting; Scatterplot Interpretation; FA Checklist Scoring and Interpretation (10 points)**

1. *Scatterplotting and Scatterplot Interpretation:* You will be provided with a set of ABC data, operational definition of target behaviors, and a scatterplot form. You will plot the ABC data on the scatterplot form. You will describe any temporal patterns you see for occurrence and for nonoccurrence of the behavior. You will list three questions that the scatterplot suggests to you.
2. *FA Checklist Scoring and Interpretation:* Next, you will be provided with a completed Motivation Assessment Scale (MAS), operational definition of target behaviors, and a scoring form. For each target behavior, you will calculate the total score, the mean score, and the relative ranking. Next, you will identify the types of contingencies (e.g., positive reinforcement by attention, positive reinforcement by access to tangibles, negative social reinforcement, and automatic reinforcement automatic reinforcement) that appear to be maintaining the behavior.

**Due Date:** March 31, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 10 points

**Project 4: Functional Analysis Interpretation (10 points)**

You will be provided five functional analysis data (traditional FA and discrete trial FA) sets. You will use the guidelines set forth by Hagopian et al. (1997) to interpret the traditional functional analysis data sets and the information provided by Sigafos & Sagers (1997) and LaRue et al. (2010) to interpret the discrete-trial FA data, showing your work. You will identify the types of contingencies that appear to be maintaining the behavior on the basis of your functional analysis interpretation.

**Due Date:** April 7, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 10 points

**Project 5: Write your Functional Analysis Procedures (15 points)**

You will be given a functional analysis scenario. Then, you will write step by step instructions for how to conduct each of the following conditions in the context contained in that scenario, writing them as though you were writing them for another person (e.g., parent, staff member, teacher) to follow to conduct the condition correctly.

**Due Date:** April 21, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 15 points

**Project 6: Selecting Instructional Targets (20 points)**

You will be presented with a psychological report, an adaptive behavior assessment, and a completed functional assessment. You will identify three behavioral deficits relevant to the targeted problem behaviors for which the functional assessment was completed. Next, you will identify three behaviors cusps in the adaptive behavior assessment results that appear functionally relevant to the behavioral deficits you identified previously, explaining why each is relevant to a specific behavioral deficit. Then, for each targeted problem behavior, you will provide an operational definition and identify its hypothesized function. Next, you will identify an alternative behavior for each function identified that is functionally equivalent to the targeted problem behavior(s) by taking into account the behavioral cusps identified previously. Explain how you select these behaviors based on the criteria used to identify alternative behaviors.

**Due Date:** May 5, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 20 points

**Group Project 1: Written FA Interpretation and Intervention Procedures (28 points)**

You will be provided with a completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, and Incident Reports. You will work with your group, and do the following:

1. Complete the Competing Behavior Model as described by O'Neill et al. (1997) (3 points)
2. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach (1 point)
3. Write a behavioral objective for the terminal state of the competing behavior (4 points)
4. Write a behavioral objective for the terminal state of the problem behavior (4 points)
5. Name the contingencies currently maintaining the problem behavior (1 point)
6. Compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior (3 points)
7. Compose step-by-step instructions telling the reader how to make environmental modifications that will increase the probability that the

- competing behavior will be evoked (3 points)
- 8. Compose step by step instructions telling the reader how to teach or accelerate the competing behavior (3 points)
- 9. Compose step-by-step reactive procedures to enact should the problem behavior happen (3 points)
- 10. Compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions (3 points)

**Due Date:** May 5, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 28 points

**Group Project 2: Written FA Interpretation and Intervention Procedures**

You will be provided with a completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, and Incident Reports. You will work with your group, and complete each of the same procedures you completed for Group Project 1.

**Due Date:** May 12, 2014 by 4:30 pm US Eastern Time via Blackboard

**Total Points Possible:** 28 points

**Group Project 3: Written FA Interpretation and Intervention Procedures**

You will be provided with a completed functional assessment consisting of at least four of the following: ABC Data, Scatterplot, Interview, Checklist, Functional Analysis Data Set, Medical Record, and Incident Reports. You will work with your group and complete each of the same procedures you completed for Group Projects 1 and 2.

!!! You will combine Group Projects 1, 2, and 3 in one single document.

**Due Date:** May 19, 2014 by 9:00 pm US Eastern Time via Taskstream

**Total Points Possible:** 28 points

**Quizzes:** You will complete two 10-point, multiple-choice quizzes online in Blackboard.

**Due Dates:** Quiz 1 and 2 – April 21, 2014 by 4:30 pm US Eastern Time

<b>Does not meet expectations</b>	<b>Meets expectations</b>	<b>Exceeds expectations</b>
Earned a total score of <68 on the three Written FA Interpretation and Intervention Procedures projects.	Earned a total score of 68 – 83 on the three Written FA Interpretation and Intervention Procedures projects.	Earned a total score of 84 points on the three Written FA Interpretation and Intervention Procedures projects.

### Point Distribution

The distribution of total possible points per assignment type and grading scale are:

Description	Points Possible	Total Possible Points
Discussion Board Forums	35 points	35 points
Project 1	20 points	55 points
Project 2	20 points	75 points
Project 3	10 points	85 points
Project 4	10 points	95 points
Project 5	15 points	110 points
Project 6	20 points	130 points
Group Project 1	28 points	158 points
Group Project 2	28 points	186 points
Group Project 3	28 points	214 points
Quiz 1	10 points	224 points
Quiz 2	10 points	234 points

### Grading Scale

- A = 234-221 points
- A- = 220-208 points
- B = 207-181 points
- C = 180-154 points
- F < 154 points

### Extra Credit

Students may earn 10 extra points per module completed for completing and submitting to their instructor completion documentation no later than May 12, 2014 by 11:59 pm US Eastern Time for these Behavior Development Solutions modules:

- Behavior Change Procedures
- Selecting Intervention Outcomes and Strategies

A subscription to the Behavior Development Solutions BCBA Exam Study Modules can be purchased through this company at <http://www.behaviordevelopmentsolutions.com/>.

### Contacting Your Instructor

You can contact your instructor by phone at 757-683-7055 or by e-mail at [lchezan@odu.edu](mailto:lchezan@odu.edu)

### Use of Electronic Devices in This Class

All computers, cell phones, iPads, recording equipment, and devices similar to any of these must be turned off and put away during class – UNLESS THEY ARE BEING USED AS PART OF A CLASS ACTIVITY OR PRESENTATION.

**Honor Pledge**

All written work must be submitted with a signed statement of ODU's Honor Pledge. "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to the Honor Council if summoned." This is an institutional policy approved by the Board of Visitors.

**Code of Conduct**

Students shall comply with Old Dominion University's educational mission. Students are expected to conform to rules of classroom decorum and inform the professor and/or site director when any disruption to the teaching occurs. Students are expected to assume responsibility for their own classroom behavior and are expected to participate fully and positively in the teaching/learning process. Students do not have the right to engage in behavior that is disruptive or otherwise interferes with the learning of others (e.g., talking during lectures, using a cell phone, bringing children to class) and may be disciplined for misconduct that adversely affects instruction. Faculty will follow the guidelines established by the University when confronted with disruptive students. A student who violates the Code of Student Conduct will be subject to administrative action(s) or disciplinary sanction(s).

**Withdrawal**

A syllabus constitutes a contract between the student and the course professor. Participation in this course indicates your acceptance of its teaching focus, requirements, and policies. Please preview this syllabus and the course requirements **before the deadline to drop**. If you believe that the nature of this course does not meet your interests, needs, or expectations, if you are not prepared for the amount of work involved- or if you anticipate that the class meetings, assignment deadlines or abiding by the course policies will constitute an unacceptable hardship for you, you should drop the class by the drop deadline, which is located in the ODU Schedule of Classes.

**Observation/Participation/Practicum (if applicable)**

Candidates in all professional educational programs must engage in the practices and behaviors that are characteristic of developing career teachers. In addition to knowledge of academic content and the instructional skills necessary to teach that content, teacher candidates must demonstrate the values, attitudes, and commitments of the developing professional educator and must assume responsibility for the effects that these dispositions have on student learning. Therefore, in all observation/practicum experiences teacher candidates will be evaluated through the use of professional attributes scale, as well as any specific instructional evaluation required for the experience. This evaluation contains items on attendance, punctuality, oral expression, written expression, tact and judgment, reliability and dependability, self-initiative and independence, organizational skills, interaction with students, collegiality and interaction with peers, and response to feedback. Candidates who do not satisfactorily demonstrate these attributes may be withdrawn from the observation, practicum, or internship experience.

### **Accommodating Students with Disabilities**

Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you. If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary. The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757)683-4655. Additional information is available at the OEA website:

<http://www.odu.edu/educationalaccessibility/> Information on service animals:  
<http://www.odu.edu/life/diversity/accessibility/service-animals>

### **Student Email & MIDAS Accounts.**

**An ODU student email & MIDAS account are required to successfully participate in and complete this course.** Students must [activate all accounts](#) before beginning this class. You may forward your student email to another email address. If you have any difficulty activating your account online or using it, please contact Customer Service at [occshehelp@odu.edu](mailto:occshehelp@odu.edu) or 757-683-3192. Plan to check your email often for communications about this class.

### **Course Management System/Blackboard. Course Management System / Blackboard**

This course will use the Blackboard course management system exclusively. All courses will be delivered through George Mason University's Blackboard site:  
<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

### **Online Portfolio Site/Taskstream**

Courses in the ABA certificate program may require the submission of course assessments to Taskstream. Taskstream information is available at <http://gse.gmu.edu/programs/sped>. Failure to submit the assessment to Taskstream will result in the course instructor reporting the course grade as incomplete (I). Unless this grade is changed upon completion of the required Taskstream submission, the I will convert to an F the following semester.

### **Teacher Disposition Statement**

Teachers and other school professional candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators throughout their program. Candidates understand that they must adequately and consistently demonstrate these dispositions in order to maintain good standing in their Teacher Education program at Old Dominion University. The candidate shows a disposition toward and commitment to each of the following:

1. Attends functions when required (punctual)
2. Maintains a professional appearance

3. Solicits feedback from others
4. Adjusts behavior based on professional feedback
5. Communicates effectively orally (articulate, animated, few grammatical errors)
6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors)
7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic)
8. Participates with others in a collaborative manner
9. Treats others with respect
10. Provides information to all constituents in a professional and timely manner
11. Demonstrates a commitment to remain current in knowledge of subject area content
12. Demonstrates knowledge about my teaching subject area
13. Participates in professional development activities that represent subject area currently or in the near future
14. Enjoys working with diverse (i.e., special education, gifted, at-risk, minority, etc.) PreK-12 learners.
15. Demonstrates effective decision-making and problem-solving skills
16. Displays excitement about teaching subject area

More information about the Policies and Procedures for Assessing Teacher Candidate Dispositions at Old Dominion University can be found at

<http://education.odu.edu/tes/pages/forms1.shtml>

### **Responsible Conduct of Research (RCR) Modules**

All graduate students, whether degree seeking or non-degree, must complete the Elective CITI RCR modules within the first 12 months of admittance. If a student has not completed the CITI RCR modules after the 4<sup>th</sup> semester of study, the Office of the Registrar will place a fatal hold on registration and other university transactions, including transcript orders. RCR module website:

<https://www.citiprogram.org/rcrpage.asp?language-english&affiliation=100>

Additional instructions from the Darden College of Education:

[http://education.odu.edu/docs/Responsible\\_Conduct\\_of\\_Research\\_Programs.pdf](http://education.odu.edu/docs/Responsible_Conduct_of_Research_Programs.pdf)

### Schedule

Date	Topic	Readings	Assignments
03/17	Intervention and Behavior Change Considerations: <ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Introduction to Course</li> <li>• Overview of Assessment, Treatment, and Instruction</li> <li>• Participate in Discussion</li> </ul>	Course Syllabus Sidman Ch. 1 Pelios, Morren, Tesch, & Axelrod (1999) Rojahn, Schroeder, & Hoch (2007), pp. 95-132	
03/24	Identification of the Problem and Assessment: <ul style="list-style-type: none"> <li>• Initial Interview</li> <li>• Identifying Appropriate Scope</li> <li>• ABC Data Collection</li> <li>• Interval Sampling</li> <li>• Scatterplots</li> <li>• Graphing</li> <li>• Checklists</li> </ul>	Sidman Ch. 2, 3, and 4 Bijou, Peterson, & Ault (1968) Bosma & Mulick (1990) Hoch (2007) Kahng, Iwata, & Fischer (1998) Pyles, Muniz, Cade, & Silva, (1997) Singh, Matson, Lancioni, Singh, Adkins, McKeegan, & Brown (2006)	Respond to DBF 1  Project 1
03/31	Identification of the Problem and Assessment: <ul style="list-style-type: none"> <li>• Functional analysis</li> <li>• Practice Interpreting Functional Analysis Data</li> <li>• More Functional Analysis and Other Systematic Manipulations</li> <li>• Participate in Discussion</li> </ul>	Sidman Ch. 5, 6, and 7 Berg, Peck, Wacker, Harding, McComas, Richman, & Brown (2000) Hagopian, Fisher, Thompson, & Owens-DeSchryver (1997) Iwata, Dorsey, Slifer, Bauman, & Richman (1994) Derby, Wacker, Sasso, Steege, Northup, Cigrand, & Asmus (1992) Falcomata, Roane, Feeney, & Stephenson (2010) Goh, Iwata, Shore, DeLeon, Lerman, Ulrich, & Smith (1995) Lang, Davis, O'Reilly, Machalicek, Rispoli, Sigafos, Lancioni, & Register (2010) LaRue, Lenard, Weiss, Bamond,	Respond to DBF 2  Project 2 and 3

		<p>Palmieri, &amp; Kelley (2010)</p> <p>Bloom et al. (2011)</p> <p>Sigafoos &amp; Sagers (1995)</p> <p>Schmidt et al. (2013)</p> <p>Northup, Wacker, Sasso, Steege, Cigrand, Cook, &amp; DeRoad (1991)</p> <p>O'Reilly (1996)</p>	
04/07	<p>Identification of the Problem and Assessment:</p> <ul style="list-style-type: none"> <li>Using Functional Skill Assessments – task analysis and other methods</li> <li>Preference Assessment</li> <li>Reinforcer Assessment</li> </ul>	<p>Sidman Ch. 8, 9, and 10</p> <p>Hoch, Hammell, Hajimihalis, Brodeur, &amp; Johnson (1996)</p> <p>Schanding, Tingstrom, &amp; Sterling-Turner (2009)</p> <p>Wilder, Schadler, Higbee, Haymes, Bajagic, &amp; Register (2008)</p> <p>Zarcone, Crosland, Fisher, Worsdell, &amp; Herman (1999)</p>	<p>Respond to DBF 3</p> <p>Project 4</p>
04/14	No Class – Spring Break		
04/21	<p><b>Asynchronous Online</b></p> <p>Fundamental Elements of Behavior Change and Specific Behavior Change Procedures</p> <ul style="list-style-type: none"> <li>Rule Governed Behavior and Contingency Contracting with quiz 1</li> <li>Group Contingencies with quiz 2</li> </ul>	<p>Sidman Ch. 16 and 17</p> <p><u>ABA</u> pp. 551-559</p> <p><u>ABA</u> Ch. 26 (note: Includes ABA pp. 551-559)</p>	<p>Respond to DBF 4</p> <p>Project 5</p> <p>Quiz 1</p> <p>Quiz 2</p>
04/28	<p>Intervention and Behavior Change Considerations:</p> <ul style="list-style-type: none"> <li>Selecting, Developing, and Writing Procedures for Interventions</li> <li>Group Work Project 1</li> </ul>	<p>Sidman Ch. 11 and 12</p> <p>Horner, Sugai, Todd, &amp; Lewis-Palmer (1999-2000)</p> <p>Love, Carr, Almason, &amp; Petursdottir (2009)</p> <p>MacDonald &amp; Hume (2010)</p> <p>Nahgahgwon, Umbreit, Liaupsin, &amp; Turton (2010)</p>	<p>Respond to DBF 5</p>
05/05	<p>Fundamental Elements of Behavior Change and Specific Behavior Change Procedures:</p>	<p>Sidman Ch. 13, 14, and 15</p> <p>Peterson, Derby, Berg, &amp; Horner</p>	<p>Respond to DBF 6</p>

	<ul style="list-style-type: none"> <li>• Selecting, Developing, and Writing Procedures for Interventions</li> <li>• Group Work Project 2</li> <li>• General Issues in Assessment and Intervention – Managing and planning for untoward effects</li> </ul>	(2002) Blood & Neef (2007)	Project 6  Group Project 1
05/12	<p>Intervention and Behavior Change Considerations and Identification of the Problem and Assessment:</p> <ul style="list-style-type: none"> <li>• Selecting, Developing, and Writing Procedures for Interventions</li> <li>• Group Work Project 3</li> <li>• Course review and Wrap up</li> </ul>	Rarbox, Wilke, Najdowski, Findel-Pyles, Balasanyan, Caveney, Chilingaryan, King, Niehoff, Sleese, & Tia (2009)	Respond to DBF 7  Group Project 2  Extra Credit (optional)
05/19	<p><b>Asynchronous online</b></p> <ul style="list-style-type: none"> <li>• Each class member must submit her or his group's Group Projects 1 – 3 (which have been combined into one document)</li> </ul>		Group Projects 1-3 in one document through Taskstream by 9:00 pm