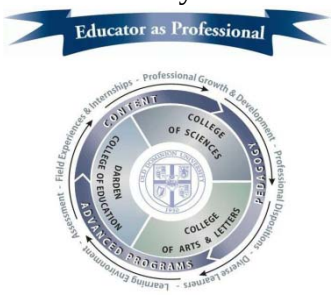
Old Dominion University
Communication Disorders and Special Education
Applied Behavior Analysis Certificate Program

Course Syllabus



Darden College of Education Conceptual Framework

Course Number by University:

- Old Dominion University (ODU): SPED 643
- George Mason University (GMU): EDSE 623
- Virginia Commonwealth University (VCU): SEDP 625
- Lynchburg College: SPED 656

Course Title: Applied Behavior Analysis: Assessments and Interventions

Professor: Laura C. Chezan, Ph.D., BCBA-D, L.B.A.
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Office Location: Child Study Center (CSC) Room 110

Preferred Communication: by email

Meeting Times: Mondays, 4:30 p.m. – 7:10 p.m.

Office Hours: Mondays, 1:30 p.m. – 4:30 p.m.; Wednesdays, 1:20 p.m. – 4:20 p.m.

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 Certificate Program and successful 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 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). Students who meet the degree requirements, complete 270 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* (2nd 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

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3rd ed.). Stamford, CT: Cengage Learning. ISBN-13:978-1-285-73482-8; ISBN-10:1-285-73482-3

Required Materials
Download a *Task List* (4th Ed.) and the *Professional and Ethical Compliance Code for Behavior Analysts* from the Behavior Analyst Certification Board's website (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.

Johnson, C.R., Handen, B.L., Butter, E., Wagner, A., Mulik, J., Suckhodolsky, D.G., Williams, S., Swiezy, N.A., Arnold, L.E., Aman, M.G., Scahill, L., Stigler, K.A., McDougle, C.J., Vitiello, B., & Smith, T. (2007). Development of a parent training program for children with pervasive developmental disorders. *Journal of Applied Behavior Analysis, 31*, 503-604.

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., Sigafoos, 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.

Lerman, D.C., Hovanetz, A., Strobel, M., & Tetreault, A. (2009). Accuracy of teacher-collected descriptive analysis data: A comparison of narrative and structured recording formats. *Journal of Behavioral Education,18,* 157-172.

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.

Matson, J.L., Mahan, S., & LoVullo, S.V. (2009). Parent training: A review of methods for children with developmental disabilities. *Research in Developmental Disabilities, 30,* 961-968.

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.

Najgowski, A.C., Wallace, M.D., Reagon, K., Penrod, B., Higbee, T.S., & Tarbox, J. (2010). Utilizing a home-based parent training approach in the treatment of food selectivity. *Behavioral Interventions, 25,* 89-107.

Neef, N.A. (1995). Pyramidal parent training by peers. *Journal of Applied Behavior Analysis, 28,* 333-337.

Neidert, P.L., Dozier, C.L., Iwata, B.A., & Hafen, M. (2010). Behavior in intellectual and developmental disabilities. *Psychological Services, 7,* 103-113.

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.

Parsons, M.B., & Reid, D.H. (1995). Training residential supervisors to provide feedback for maintaining staff teaching skills with people who have severe disabilities. *Journal of Applied Behavior Analysis, 28,* 317-322.

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., & Saggers, E. (1995). A discrete-trial approach to the functional analysis of aggressive behavior in two boys with autism. *Australia and New Zeeland 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, to remain present, and to actively participate throughout every class session. Should a student be absent, the student will consult with other students regarding missed content and materials. Students attending class sessions from home are expected to have the video and audio capabilities turned on throughout the duration of the entire class unless prior arrangements are made with the instructor.

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

Performance-based Assessments (no TK submission required)

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 (if posted);
3. Respond directly to the instructor's question.

Due Dates: each class session, except January 8 and April 9, 2018 by 4:30 pm via Blackboard

Total Points Possible: 50 points

Project 1: Interview Interpretation (10 points)

You will be provided with one completed interview and a table that has columns that make up parts of a behavioral contingency. You will:

1. Read the interview;
2. Fill in the table classifying the information contained in the form into possibly relevant parts of behavioral contingencies including MOs, SDs, and maintaining (or inhibiting) consequences of which the behavior is a part.

Due Date: January 29, 2018 by 4:30 pm via Blackboard

Total Points Possible: 10 points

Project 2: ABC Data Collection and Interpretation (10 points)

You will be provided with a video link and an ABC Data Collection table. You will:

1. Watch the video at the link and collect ABC data.
2. Interpret the ABC data to identify potentially relevant MOs, S^Ds, Consequences, and function.

Due Date: January 29, 2018 by 4:30 pm via Blackboard

Total Points Possible: 10 points

Project 3: Scatterplot Construction and Interpretation (10 points)
You will be provided with a set of ABC data, operational definition of target behaviors, and a scatterplot form. You will:

1. Plot the ABC data on the scatterplot form.
2. Describe any temporal patterns you see for occurrence and for nonoccurrence of the behavior.
3. List three questions that the scatterplot suggests to you for which you will need additional information or data.

Due Date: February 5, 2018 by 4:30 pm via Blackboard
Total Points Possible: 10 points

Project 4: Checklist Scoring and Interpretation (10 points)
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:

1. Calculate the total score, the mean score, and the relative ranking.
2. 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: February 5, 2018 by 4:30 pm via Blackboard
Total Points Possible: 10 points

Project 5: Functional Analysis Interpretation (Part 1 and 2) (30 points)
Part 1: You will be provided three analogue functional analysis data sets. You will:

1. Interpret the analogue functional analysis (FA) data using the guidelines set forth by Hagopian et al. (1997), showing your work.
2. Identify the types of contingencies that appear to be maintaining the behavior on the basis of your FA interpretation.

Due Date: February 12, 2018 by 4:30 pm via Blackboard
Total Points Possible: 15 points

Part 2: You will be provided three DTFA data sets. You will:

1. Interpret the DTFA data using the information provided by Sigafoos & Saggers (1997) and LaRue et al. (2010) to interpret the discrete-trial FA data, showing your work.
2. Identify the types of contingencies that appear to be maintaining the behavior on the basis of your FA or DTFA interpretation.

Due Date: February 19, 2018 by 4:30 pm via Blackboard
Total Points Possible: 15 points

Project 6: Write your Functional Analysis Procedures (20 points)
You will observe one of your students who engages in problem behavior. You will:

1. Write step by step instructions for how to conduct an analogue functional analysis for each condition included in a FA, writing them as though you were

writing them for another person (e.g., parent, staff member, teacher) to conduct the condition correctly.

2. Write step by step instructions for how to conduct a DTFA for each condition relevant to your student, 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: February 26, 2018 by 4:30 pm via Blackboard
Total Points Possible: 20 points

Project 7: Normative Rate Study (10 points)
Please go to the website below and watch the linked video. The behavior you'll watch for is correctly answering math flashcards, and this behavior is defined as follows: Correctly answering math flashcards is defined as orienting toward the flashcard, reading the front of the card (either out loud or silently), saying the answer to the problem, and flipping the card, and dropping the card in one pile if the answer said was correct and another pile if the answer said was incorrect. (Note: this definition is slightly different from the performance you'll see in the video.)

http://www.youtube.com/watch?v=tl01tegOED8

Complete the following:

1. Get count data on the behavior.
2. The video was 31 seconds long. Convert your count data to a rate (number correct / minute).
3. Next, conduct a normative rate study for that behavior, using the Six Competent Performers method discussed in class. To do this, you will need to:
    i. Make a set of single digit addition flash cards. (You'll need 100 – 150 cards).
    ii. Observe each of six people as they answer the flash cards – flipping their own cards, as described in the definition above.
    iii. Time each person's performance for one minute.
    iv. Count number correct per minute for each of the six people.
4. You will submit is document that includes:
    a. The count you obtained from watching the video,
    b. A step by step, technological description of how you conducted your normative rate study,
    c. The outcome of your normative rate study,
    d. A statement indicating whether the behavior of the person on the video is within the normative rate, exceeds the normative rate, or is lower than the normative rate.

Due Date: March 12, 2018 by 4:30 pm via Blackboard
Total Points Possible: 10 points

Project 8: Selecting Interventions (20 points)
You will be provided with data from a functional assessment and with a Competing Behavior Model template. You will:

1. Complete the Competing Behavior Model (based on the information contained in the assessment);
2. Select and describe one motivating operation intervention;
3. Select and describe one immediate antecedent-based intervention to decrease the problem behavior while increasing the replacement behavior;
4. Select and describe one consequence-based intervention.

Due Date: March 19, 2018 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. First, name all the contingencies currently maintaining the problem behavior. Second, select one function you think it is important to address first and provide a rationale for why you selected that function (1 point). Third, for the selected function complete the requirements listed below:
    a. Identify and write an operational definition for the competing behavior (e.g., the replacement behavior or alternative behavior) you will teach (1 point)
    b. Determine the normative rate for the competing behavior you've selected (2 points)
    c. Determine the normative rate for the problem behavior (2 points)
    d. Write a behavioral objective for the terminal state of the competing behavior and the problem behavior (4 points)
    e. Select one strategy from the ones listed in the CBM and compose step-by-step instructions telling the reader how to make environmental modifications to decrease probability of the problem behavior (3 points)
    f. Select one strategy from the ones listed in the CBM and 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)
    g. Select one strategy from the ones listed in the CBM and compose step-by-step instructions telling the reader how to teach or accelerate the competing behavior (3 points)
    h. Compose step-by-step reactive procedures to enact should the problem

behavior happen (3 points)

i. Compose step-by-step practical procedures to implement should the problem behavior occur under unfavorable conditions – crisis management (3 points)

Due Date: March 26, 2018 by 4:30 pm via Blackboard
Total Points Possible: 28 points

Group Project 2: 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 complete each of the same procedures you completed for Group Project 1.
NOTE: *Please select a different strategy (for requirements e, f, and g above) than the one described in project 1*.

Due Date: April 2, 2018 by 4:30 pm via Blackboard
Total Points Possible: 28 points

Group Project 3: 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 complete each of the same procedures you completed for Group Projects 1 and 2.
NOTE: *Please select a different strategy (for requirements e, f, and g above) than the one described in projects 1 and 2.*

Due Date: April 9, 2018 by 4:30 pm via Blackboard
Total Points Possible: 28 points

<u>Performance-based Assessments (TK 20 submission required)</u>
Every student registered for any Special Education course with a required performance-based assessment must submit an assignment to TK regardless of whether a course is an elective, a one-time course or part of an undergraduate minor. Evaluation of the performance-based assessment by the course instructor will also be completed in TK20. Failure to submit the assessment to TK20 will result in course instructor reporting the course grade as Incomplete (I). Unless the Incomplete grade is changed upon the completion of the required TK20 Submission, the Incomplete will convert to an F during the next semester. Your TK 20 assignment for this course consists of Group Project 1, 2, and 3 combined in one single document and submitted via Blackboard/Assessments by **4:30 pm on April 9, 2018**.

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

Does not meet expectations	Meets expectations	Exceeds expectations
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.

Additional Requirements – Asynchronous Session

Each class will require the completion of an asynchronous session prior to the beginning of the class. The asynchronous session consists of a variety of instructional activities including videos, additional readings, or activities. Students are required to spend from 1.5 hours to 2 hours to complete these activities. The instructor will assign several activities to be completed during asynchronous sessions. At the end of the semester, the instructor will randomly select 4 activities for extra credit. If a student completed the selected activities, he or she will receive 2.5 points for each activity selected up to 10 points. If a student did not complete the selected activities, he or she will receive no extra credit points.

Point Distribution

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

Description	Points Possible	Total Possible Points
Discussion Board Forums	50 points	50 points
Project 1	10 points	60 points
Project 2	10 points	70 points
Project 3	10 points	80 points
Project 4	10 points	90 points
Project 5	30 points	120 points
Project 6	20 points	140 points
Project 7	10 points	150 points
Project 8	20 points	170 points
Group Project 1	28 points	198 points
Group Project 2	28 points	226 points
Group Project 3	28 points	254 points

Grading Scale

A = 254-241 points
A- = 240-228 points
B = 227-201 points
C = 200-174 points
F < 174 points

Extra Credit: You can only choose one option.

Option 1 (10 points)
Autism Internet Module Assignment. You can complete the following 2 AIM modules:

1. Functional Behavioral Assessment
2. Parent-implemented Intervention

You can earn 5 points for each module completed for up to 10 points. The modules can be accessed at: http://www.autisminternetmodules.org/ upon creating an account.

Option 2 (10 points)
You will conduct a functional assessment and develop a behavior intervention plan for one of the students you are currently working with who engages in problem behavior. To complete this project you will:

1. Conduct an interview using the form provided in class;
2. Use at least one additional indirect methods (checklists, or scatterplots) to document the pattern of behavior and temporal relationships;
3. Conduct direct observations using ABC data collection;
4. Complete a Competing Behavior Model;
5. Conduct a normative rate study for the replacement behavior;
6. Develop a step-by-step behavior support plan including a motivating operation intervention, an immediate antecedent-based intervention, and a consequence-based intervention;
7. You will submit one single document that containing this information.

Due Date: April 9, 2018 by 4:30 pm via Blackboard
Points: 10 points

Contacting Your Instructor

You can contact your instructor by phone at 757-683-7055 or by e-mail at 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.

Policies and Resources for Students:

ODU Students

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. Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early

in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

- 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/

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 occshelp@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 ODU Blackboard course management system exclusively. All class assignments, materials, and announcements will be posted in BB. Students are responsible to use their log in information to access the system.

GMU Students

Please access the links below for more specific information on your university policies:
Honor Code: http://oai.gmu.edu/the-mason-honor-code/
Responsible Use of Computing: http://universitypolicy.gmu.edu/university-policies/computing/
Students with Disabilities: http://ods.gmu.edu/
Writing Center: http://masononline.gmu.edu/student-resources/writing-center/

Lynchburg Students

Please access the link below for more specific information on your university policies:
http://www.lynchburg.edu/master-education-special-education/va-aba-consortium

VCU Students

Please access the link below for more specific information on your university policies:
http://www.assurance.vcu.edu/policyprogram.html

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 4th 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

Schedule

In the table below, (M) indicates a mandatory reading and (R) indicates a recommended reading.

Date	**Topic**	**Readings**	**Assignments** (due by 4:30 pm)
01/08	Intervention and Behavior Change Considerations: • Syllabus Review • Introduction to assessment, treatment, and instruction	Course Syllabus	
01/15	No Class – Martin Luther King, Jr. Holiday		
01/22	Identification of the Problem and Assessment: • Overview of assessment • Record Review • Initial Interview • ABC Data • Interval Sampling	Sidman Ch. 1 and 2 (M) Cooper et al. (2007) (M) pp. 501-504; pp. 506-509, and p. 510 Pyles, Muniz, Cade, & Silva (1997) (R) Bijou, Peterson, & Ault (1968) (M)	Respond to DBF 1 Asynchronous Session
01/29	Identification of the Problem and Assessment: • Scatterplots • Checklists • Practice Administering and Interpreting Checklists • Graphing	Sidman Ch. 3, 4, and 5 (M) O'Neill et al. (2015) Ch. 1 and Ch. 2 (pp. 13-57) Bosma & Mulick (1990) (R) Hoch (2007) (M) Kahng, Iwata, & Fischer (1998) (R) Singh, Matson, Lancioni, Singh, Adkins, McKeegan, & Brown (2006) (M) Rojahn, Schroeder, & Hoch (2007), pp. 95-132 (R)	Respond too DBF 2 Projects 1 and 2 Asynchronous Session
02/05	Identification of the Problem and Assessment: • Functional analysis • Practice Interpreting Functional Analysis Data	Sidman Ch. 6 and 7 (M) Cooper et al. (2007) (M) pp. 504-506 and p. 512 O'Neill et al. (2015) Ch. 2 (pp. 57-66)	DBF 3 Projects 3 and 4 Asynchronous Session

		Hagopian, Fisher, Thompson, & Owens-DeSchryver (1997) (M) Iwata, Dorsey, Slifer, Bauman, & Richman (1994) (M) Berg, Peck, Wacker, Harding, McComas, Richman, & Brown (2000) (R) Derby, Wacker, Sasso, Steege, Northup, Cigrand, & Asmus (1992) (R) Falcomata, Roane, Feeney, & Stephenson (2010) (R) Goh, Iwata, Shore, DeLeon, Lerman, Ulrich, & Smith (1995) (R)	
02/12	Identification of the Problem and Assessment: • Discrete-trial functional analysis Practice • Writing Functional Analysis Protocols	Sidman Ch. 8 (M) LaRue, Lenard, Weiss, Bamond, Palmieri, & Kelley (2010) (M) Bloom et al. (2011) (M) Sigafoos & Saggers (1995) (M) Schmidt et al. (2013) (M)	DBF 4 Project 5 (part 1) Asynchronous Session
02/19	Identification of the Problem and Assessment: • Using Functional Skill Assessments – task analysis and other methods • Preference Assessment Reinforcer Assessment • Normative Rate Studies	Sidman Ch. 9 and 10 (M) Hoch, Hammell, Hajimihalis, Brodeur, & Johnson (1996) (R) Zarcone, Crosland, Fisher, Worsdell, & Herman (1999) (R) Schanding, Tingstrom, & Sterling-Turner (2009) (M) Wilder, Schadler, Higbee, Haymes, Bajagic, & Register (2008) (R)	DBF 5 Project 5 (part 2) and Project 6 Asynchronous Session
02/26	Identification of the Problem and Assessment: • Functional Assessment and Analysis in Schools	Sidman Ch. 11 and 12 (M) Asmus et al. (2002) (M) Lang, Davis, O'Reilly, Machalicek, Rispoli, Sigafoos, Lancioni, & Register (2010) (R) Tarbox, Wilke, Najdowski, Findel-Pyles, Balasanyan,	DBF 6 Project 7 Asynchronous Session

		Caveney, Chilingaryan, King, Niehoff, Slease, & Tia (2009) (M)	
03/05	No Class – Spring Break		
03/12	Asynchronous Session Intervention and Behavior Change Considerations: • Competing Behavior Model • Selecting, Developing, and Writing Procedures for Interventions	Sidman Ch. 13 (M) Cooper et al. (2007) (M) pp. 513-523; 486-496 O'Neill et al. (2015) Ch. 3 and Ch. 4 Northup, Wacker, Sasso, Steege, Cigrand, Cook, & DeRoad (1991) (R)	DBF 7 Asynchronous Session
03/19	Fundamental Elements of Behavior Change and Specific Behavior Change Procedures: • Selecting, Developing, and Writing Procedures for Interventions • General Issues in Assessment and Intervention – Managing and planning for untoward effects • Group Work Project 1	Sidman Ch. 14 and 15 (M) O'Neill et al. (2015) Ch. 5	DBF 8 Project 8 Asynchronous Session
03/26	Fundamental Elements of Behavior Change and Specific Behavior Change Procedures: • Selecting, Developing, and Writing Procedures for Interventions • Parent and Staff Training • Group Work Project 2	Sidman Ch.16 (M) Parsons & Reid (1995) (R) Shore et al. (1995) (R) Johnson et al. (2007) (R) Matson et al. (2009) (M) Najdowski et al. (2010) (R)	DBF 9 Group Project 1 (each student submits a copy) Asynchronous Session
04/02	Fundamental Elements of Behavior Change and Specific Behavior Change Procedures: • Selecting, Developing, and Writing Procedures for Interventions • Group Work Project 3 • Getting Caught Up Week!	Sidman Ch. 17 (M)	DBF 10 Group Project 2 (each student submits a copy) Asynchronous Session

04/09	Course Termination: • Group Project 3 (each student submits a copy of the project in BB) via BB • Complete and submit your TK 20 project. The project consists of Group Project 1, 2, and 3 combined in one single document. • Extra Credit Activity - due