

George Mason University
College of Education and Human Development
School Psychology Program
SPSY 619 Consultation and Applied Behavior Analysis
3 credits; Fall/2018

Time & Location: Wednesday/Friday, 1-2:15

Instructor: Ellen Rowe

E-mail: erowe@gmu.edu

Office Hours: Wednesdays 2:30 – 4:30 and by appointment

Office Location: 10340 Democracy 202C

PREREQUISITES

None

CATALOG DESCRIPTION

Examines the theoretical framework and elements of applied behavioral analysis, foundational principles of behavioral approaches to learning, as well as the framework of behavioral consultation. Provides acquisition and practical application of behavioral consultation skills through the process of the consultant-consultee relationship. Offered by Graduate School of Education. May not be repeated for credit.

COURSE OVERVIEW

Not applicable

COURSE DELIVERY METHOD

This course uses a lecture format and a variety of instructional methods, including instructor presentation, group discussions, group projects, and student presentations.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to do the following:

1. Identify and describe the theoretical framework of applied behavior analysis (ABA)
2. Explain basic principles of ABA
3. Examine behavioral approaches to consultation and the delivery of behavioral health services via behavioral consultation in schools.
4. Acquire behavioral consultation skills required for effective service delivery
5. Develop applied skills for the design, implementation, management, and evaluation of behavioral prevention and intervention programs across a wide variety of school settings targeting an individual child, a classroom, a school and school system levels thru consultation with parents, teachers, and school administrators.

PROFESSIONAL STANDARDS

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:

II. Data Based Decision Making

III. Consultation and Collaboration

IV. Direct and Indirect Services: Student level services

Element 4.1 Interventions and instructional support to develop academic skills

Element 4.2 Intervention and mental health services to develop social and life skills

REQUIRED TEXTS

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Pearson. **(CHH)**

Crothers, L. M., Hughes, T. L., & Morine, K. A. (2011). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals*. New York: Taylor Francis. **(CHM)**

Articles as assigned.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Exams 50% (50 points)

You have a midterm and a final exam worth 25 points each. These tests will consist primarily of questions related to behavioral approaches to consultation and the foundations for the delivery of behavioral health services in schools.

Article Discussion Leader 10% (10 points)

Each student will select an article from the assigned readings and lead the discussion for that article. The discussion leader should have a clear understanding of the study so that they may summarize it to the class. They should arrive on the day of their discussion with at least three discussion questions for their article.

Class Participation 10% (10 points)

All students are expected to participate in the article discussions and throughout the class. Asking questions and participating in article discussions will earn credit for class participation.

Consultation Project 30% (30 points)

School psychologists spend much of their time in schools working with adults (teachers, paraprofessionals, etc.) in a consultative relationship to affect behavior change in children. This is considered indirect service delivery, in contrast to the direct work we also do with children (e.g. in counseling). Therefore, it is critical that students thoroughly understand theories of behavior change and develop skills in consultation in order to be effective as professional school psychologists.

This Consultation Project requires students to write and turn in three papers, and present their project to the class. You may work in groups of up to 3 students. For this project, you (or someone in your group) will select a friend, family member, colleague, or peer who is struggling with the behavior of someone in their life (child, sibling, pet, etc.). This individual will be the consultee. You, the consultant(s), will then assist your consultee in designing, implementing, and evaluating a behavior program to address the behavior. You should work with the consultee to identify the target behavior with an explicit definition of the behavior and clear goals. I recommend that you try to establish or strengthen a desirable behavior as it is more straightforward and probably easier to accomplish, but you are also welcome to try to decrease or eliminate problematic behaviors. There will be four separate assignments (described below) with different due dates. Papers should be typed, double-spaced, and no more than 5 pages in length (not including ABC diaries and graphs or any other data that you assist in collecting). I will grade the assignments based on how well you use behavioral consultation and ABA strategies (including using the appropriate terminology), the completeness of your supporting data, in addition to organization, grammar, and spelling. *NOTE:* You or your group will **not** be graded on how successful your consultee is in changing the behavior. **Please pay attention to the syllabus to determine when each component of this project is due.** Please submit these papers to me electronically via email on the day and time they are due. Students are expected to incorporate feedback they receive throughout the semester from one paper to the next. Students will be penalized 1 point per day that papers are late.

If you elect to work in a group, **all students in the group** are expected to **contribute actively** to the project and are responsible for writing the different aspects of the paper. All group members should act as behavioral consultants to one another (even if you are the consultee). If one person appears to be doing all the work (or tells me they are), I will ask the members of that group to work independently and all components of the project will need to be turned into me individually. If you are a member who is not participating actively, you will have to go back and create an entire project from the beginning.

Consultation Assignment 1 (5 points). For this assignment you should identify a behavior your consultee wishes to modify and work with the consultee to establish clear goals for your treatment plan. This will include behavioral definitions (including identification of relevant behaviors), objective measurement using a quantified measure of the target behavior and data collection (ABC diary) of baseline levels of behavior from the consultee, and the actual treatment plan (with the environmental contingencies). The ABC diaries should include the date and time of day for each entry (remember you will be graded on how thoroughly you approach this project).

Consultation Assignment 2 (5 points). In this assignment you will discuss implementation of the treatment plan, provide the data collected (another ABC diary) to date by your consultee, and report on the progress of the consultee's behavioral program. Your paper should also include your observations about how well the consultee accomplished the steps in Assignment 1 and general observations about the progress of the treatment program. Any pauses or changes in the treatment program should be described and explained.

Consultation Assignment 3 (10 points). The final assignment should be an evaluation of the effectiveness of your treatment program for the consultee. You should graph the consultee's behavioral data from baseline to the data collected during the treatment phase and an overall assessment of the level of success of your program for the consultee. You should include a discussion about the effectiveness of your behavioral definition and other phases of the project and what changes you made or might make if you were to engage in this process again.

Final Consultation Project Presentation (10 Points)

All students or groups will present their final Consultation Project during the last 2 classes. Please email me your powerpoint by 11am the day you are presenting. It is expected that most student presentations will be in powerpoint. In the presentation, please define the consultee's behavior for change and the goal (at least 1 slide). Explain the treatment plan (including contingencies) (at least 1 slide). Briefly describe the consultee's measurement and present the final results graphically (at least 1 slide). Finally, please summarize your own evaluation of the project and your thoughts about how the consultation progressed (at least 1 slide). Feel free to discuss any changes you would make in the future.

Attendance: If you are absent or late, it is your responsibility to find out the material you missed. It is also your responsibility to turn in any assignments to me.

Grading:

Exams 50% (50 points)

Article Discussion Leader 10% (10 points)

Class Participation 10% (10 points)

Consultation Project 30% (30 points total)

- Consultation Assignment 1 (5 points)
- Consultation Assignment 2 (5 points)
- Consultation Assignment 3 (10 points)
- Final Consultation Project Presentation (10 Points)

Points will be converted to grades based upon the following scale.

(Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100

A = 93-98

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C = 70-79

F = below 70

Class Schedule

Class	Topic	Textbook
1	Syllabus; discussion of course Consultation, Behavioral	CHM
2	Principles of Classical Conditioning All chapter assigned readings from this point forward are in your CHH text Introduction to Applied Behavior Analysis (ABA) Article: Noell, G. H., Volz, J. R., Henderson, M. Y., & Williams, K. L. (2017). Evaluating an integrated support model for increasing treatment plan implementation following consultation in schools. <i>School Psychology Quarterly</i> , 32(4), 525-538. Basic concepts of ABA	Chapter 1 Chapter2
	Article: Hagermoser Sanetti, L. M., Collier-Meek, M. A., Long, A. C. J., Byron, J., & Kratochwill, T. R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and Implementation Planning. <i>Journal of School Psychology</i> , 53(3), 209-229.	
3	Selecting and Defining Target Behaviors Article: Downer, J. T., Williford, A. P., Bulotsky-Shearer, R. J., Vitiello, V. E., Bouza, J., Reilly, S., & Lhospital, A. (2017). Using data-driven, video-based early childhood consultation with teachers to reduce children’s challenging behaviors and improve engagement in preschool classrooms. <i>School Mental Health</i>	Chapter 3
	Measuring Behavior Article: Krach, S. K., McCreery, M. P., & Rimel, H. (2017). Examining teachers’ behavioral management charts: A comparison of Class Dojo and paper-pencil methods. <i>Contemporary School Psychology</i> , 21, 267-275.	Chapter 4
4	Evaluating and Analyzing Behavior Change Articles: Hallfors, D., & Cho, H. (2007). Moving behavioral science from efficacy to effectiveness. <i>International Journal of Behavioral Consultation and Therapy</i> , 3, 236-250. Segool, N. K., Brinkman, T. M., & Carlson, J. S. (2007). Enhancing accountability in behavioral consultation through the use of single-case designs. <i>International Journal of Behavioral Consultation and Therapy</i> , 3, 310-321.	Chapters 6-10
5	Evaluating and Analyzing Behavior Change Article: Bellinger, S. A., Lee, S. W., Jamison, T. R., & Reese, R. M. (2016). Conjoint behavioral consultation: Community-school collaboration and behavioral outcomes using multiple baseline. <i>Journal of Educational & Psychological Consultation</i> , 26(2), 139-165.	Chapter 6-10
6	(CONSULTATION ASSIGNMENT 1 DUE) Positive Reinforcement Negative Reinforcement	Chapter 11 Chapter 12

Article:

Mrachko, A. A., Kostewicz, D. E., & Martin, W. P. (2017). Increasing positive and decreasing negative teacher responses to student behavior through training and feedback. *Behavior Analysis: Research and Practice, 17*, 250–265.

7 Positive Punishment Chapter 14
Negative Punishment Chapter 15

Article:

Parker, M., Skinner, C., & Booher, J. (2010). Using functional behavior assessment data to infer learning histories and guide interventions: A consultation case study. *International Journal of Behavioral Consultation and Therapy, 6*, 24-34.

8 **MIDTERM**

9 Motivating Operations & Stimulus Control Chapter 16-17
Generalization & Termination Chapter 28

Article:

Rich, S. E. H., Duhon, G. J., & Reynolds, J. (2017). Improving the generalization of computer-based math fluency building through the use of sufficient stimulus exemplars. *Journal of Behavioral Education, 26*(2), 123-136.

10 **(CONSULTATION ASSIGNMENT 2 DUE)**
Imitation Chapter 18
Shaping and Chaining Chapter 19 & 20

11 Extinction, Differential Reinforcement Chapter 21&22
Antecedent Interventions Chapter 23

12 Functional Behavior Assessment Chapter 24

Articles:

Bruni, T. P., Drevon, D., Hixson, M., Wyse, R., Corcoran, S., & Fursa, S. (2017). The effect of functional behavior assessment on school-based interventions: A meta-analysis of single-case research. *Psychology in the Schools, 54*, 351-369.

Carter, S. L. (2009). Recent trends in conducting school-based experimental functional analyses. *International Journal of Behavioral Consultation and Therapy, 5*, 185-191.

13 **(CONSULTATION ASSIGNMENT 3 DUE)**
Contracting, token economy, group contingencies Chapter 26

Articles:

Flower, A., McKenna, J. W., Bunuan, R. L., Muething, C. S., & Vega, R. J. (2014). Effects of the good behavior game on challenging behaviors in school settings. *Review of Educational Research, 84*, 546–571.

Donaldson, J. M., Fisher, A. B., & Kahng, S. (2017). Effects of the good behavior game on individual student behavior. *Behavior Analysis: Research and Practice, 17*, 207–216.

Self-management Chapter 27

Article:

Mouzakitis, A., Coddling, R. S., & Tryon, G. (2015). The effects of self-monitoring and performance feedback on the treatment integrity of behavior intervention plan implementation and generalization. *Journal of Positive Behavior Interventions*, 17(4), 223-234.

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CONSULTATION PROJECT PRESENTATIONS

FINAL EXAM

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

In the event of an unexpected class cancellation, the instructor will notify students by email ASAP.

Email is usually responded to within a day or two. Occasionally, it will take longer, but never longer than a week. If you do not get a response within a week then please resend your email. **Email is not checked on weekends.**

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/>

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU POLICIES and RESOURCES for STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>)
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>