

George Mason University
College of Education and Human Development
School Psychology Program
SPSY 619 Consultation and Applied Behavior Analysis
3 credits; Fall 2020

Time: Monday, 5:00 to 7:40PM at <https://us.bbcollab.com/guest/09d385d48d884648a13a9555bec8615c>
Dial In: +1-571-392-7650 **PIN:** 525 863 4893

Instructor: Kathy McQuillan, Ph.D.

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Office Hours: Monday 4:30 to 5:00 or by appointment

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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.

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 PLUS RESEARCH ARTICLES AS ASSIGNED:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed or 3rd 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)**

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

- **Class Participation 10% (10 points):** All students are expected to attend class and participate. Asking questions, contributing to discussions, and participating in activities will earn credit for participation. If absent or late, it is the student’s responsibility to gather the missed material and to turn in assignments.

Participation Rubric

Attendance	<i>Misses 2 or more sessions OR frequently late for/leaves early from class</i>	<i>Misses 1 class session OR late for/leaves early for 2 classes</i>	<i>Attends all class sessions from start to finish OR Late for class OR leaves early on two or less occasions</i>
	<i>0 – 1</i>	<i>2 - 3</i>	<i>4 – 5</i>
Participation	<i>Often not engaged in discussions and activities and/or detracts from group process</i>	<i>Makes limited contributions to discussions and minimally participates in activities</i>	<i>Strong idea generator and/or facilitator in class activities who actively contributes</i>
	<i>0 – 1</i>	<i>2 - 3</i>	<i>4 - 5</i>

- **Exams 50% (50 points):** There is a midterm and a final exam worth 25 points each. These tests consist primarily of questions related to applied behavior analysis concepts and the application of these principles.
- **Article Discussion Leader 10% (10 points):** Each student selects a research article from the assigned readings and leads the discussion. As the discussion facilitator, the student must have a clear understanding of the study so as to be able to summarize its content. NOTE: Students should prepare at least three discussion questions and submit them to the instructor one week prior to scheduled topic.
- **Consultation Project 30% (30 points):** School psychologists spend much of their time in schools working with adults (e.g., teachers, paraprofessionals) in a consultative relationship to affect behavior change in their students. This is considered indirect service delivery, in contrast to the direct work we also do with students (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 school psychologists. This project will practice these skills across four assignments with different due dates. Select a friend, family member, colleague, or peer who is struggling with the behavior of someone in their life (e.g., child, sibling, pet). This individual will be the consultee while you serve as the consultant. As the consultant, you will guide the consultee in designing, implementing, and evaluating a behavior change program. See Assignment Guidelines and Rubrics for specific details.
 - **Problem Identification Interview Summary (6 points):** Through a structured interview process, the consultant works with the consultee to identify a behavior for change including a definition, possible conditions that influence and a method and schedule to measure the target behavior. (NOTE: It is recommended that the consultant work to establish or strengthen a desirable behavior as it is probably easier to accomplish and most applicable to the work of a school psychologist. If necessary, the target behavior may be decreased or eliminated which often indirectly increases a desired behavior!).

- Problem Analysis and Intervention Design Interview Summary (12 points): For this assignment, each student confirms and/or identifies the behavior their consultee wishes to modify and establish a clear goal, and brainstorms with the consultee an intervention plan using an ABA strategy. In addition, the details of the plan must be outlined including how data collection will occur and how the consultee will monitor progress.
- Intervention Evaluation Summary (6 points): For the last assignment, the effectiveness (or lack thereof, totally fine) of the intervention plan should be evaluated including the consultant’s overall assessment of the level of success, which includes establishing the effect size of the intervention. Data are graphed from baseline through intervention.
- Presentation and Consultation Case Study Summary (6 Points): The final assignment allows the consultant to critically review the effectiveness of the consultation (e.g., behavioral definition, data collection method, intervention plan design or implementation) and what changes might be made if engaged in this process again. All students present their completed Consultation Project via a PowerPoint presentation. Presentations are emailed **one day prior to the day of the presentation**. *NOTE*: Papers are to be submitted electronically via email on the day and time they are due. Students are **not** graded on how successful your consultee is in changing the target behavior, but on the implementation of the consultation process with fidelity. Students are expected to incorporate feedback they receive across the semester.

Grading:

Class Participation 10% (10 points)	Points are converted to grades based upon the following scale.
Exams 50% (50 points)	
Article Discussion Leader 10% (10 points)	
Consultation Project 30% (30 points total)	
<ul style="list-style-type: none"> • Problem Identification (6 points) • Problem Analysis + Intervention Implementation (12 points) • Intervention Evaluation (6 points) • Consultation Project Summary + Presentation (6 Points) 	
	A+ = 99-100
	A = 93-98
	A- = 90-92
	B+ = 87-89
	B = 83-86
	B- = 80-82
	C = 70-79
	F = Below 70
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.)	

PROFESSIONAL DISPOSITIONS: See <https://cehd.gmu.edu/students/polices-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://coursessupport.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/>

CLASS SCHEDULE

Class	Date	Topic(s)	Readings
1	8/24	<ul style="list-style-type: none"> • Syllabus Review • Introduction and Basic ABA Concepts • Behavioral Consultation (BC) 	CHH: Chapter 1 & 2 CHM: Chapter 3
2	8/31	<ul style="list-style-type: none"> • Selecting and Defining Target Behaviors • Measuring Behavior • BC: Problem Identification Interview 	CHH: Chapters 3 & 4 CHM: Chapter 3 pp.68-75, Table 3.1
3	9/14	<ul style="list-style-type: none"> • Evaluating and Analyzing Behavior Change 	CHH: Chapters 7, 8, & 9 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.
4	9/21	<ul style="list-style-type: none"> • Planning and Evaluating ABA Research 	CHH: Chapter 6 & 10 Olive, M. L., & Franco, J. H. (2008). (Effect) size matters: And so, does the calculation. <i>The Behavior Analyst Today</i> , 9, 5-10.

5	9/28	<ul style="list-style-type: none"> • Reinforcement: Positive & Negative • Schedules of Reinforcement 	<p>CHH: Chapters 11, 12, & 13</p> <p>Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. <i>Journal of Positive Behavior Interventions, 14(1)</i>, 47-55.</p> <p>Gage, N. A., Grasley-Boy, N. M. & MacSuga-Gage, A. S. (2018). Professional development to increase teacher behavior-specific praise: A single-case design replication. <i>Psychology in the Schools, 55</i>, 264-277.</p>
6	10/5	<ul style="list-style-type: none"> • Punishment • Discipline in Schools 	<p>CHH: Chapters 14 & 15</p> <p>Slocum, S. K., Vollmer, T. R., Donaldson, J. M., (2019). Effects of delayed time-out on problem behavior of preschool children. <i>Journal of Applied Behavior Analysis, 4</i>, 994-1004.</p>
7	10/12	<ul style="list-style-type: none"> • Antecedent Variables • Developing New Behavior <p>PROBLEM IDENTIFICATION INTERVIEW DUE</p>	<p>CHH: Chapters 16 17, 18, 19, & 20 (3rd edition: Chapters 16, 17, 21, 22, &23)</p> <p>McNiff, M. T., Maag, J. W., & Peterson, R. L., (2019). Group video self-modeling to improve classroom transition speeds for elementary students. <i>Journal of Positive Behavior Intervention, 21(2)</i>, 117-127.</p>
8	10/19	<ul style="list-style-type: none"> • Decreasing Behavior with Nonpunishment Procedures • BC: Problem Analysis + Intervention Design Interview 	<p>CHH: Chapters 21, 22, & 23 (3rd edition: Chapters 24, 25, &26)</p> <p>CHM: Chapter 3</p> <p>Long, A. C.J., Hagermoser Sanetti, L. M., Lark, C. R., & Connolly, J. J. G. (2018). Examining behavioral consultation plus computer-based implementation planning on teachers' intervention implementation in an alternative school. <i>Remedial and Special Education, 39(2)</i>, 106-117.</p>
9	10/26	MIDTERM	

10	11/2	<ul style="list-style-type: none"> • Special Applications: Contracting, Token Economy, Group Contingencies & Self-Management 	<p>CHH: 26 & 27 (3rd edition: Chapters 28, & 29)</p> <p>Alwahbi, A. & Hua, Y. (2020)., Using contingency contracting to promote social interactions among students with ASD and their peers. <i>Behavior Modification</i>, 1-24.</p> <p>Ford, W. B., Radley, K. C., Tingstrom, D. H., & Dufrene, B. A. (2020). Efficacy of a note version of the good behavior game on high school classrooms. <i>Journal of Positive Behavior Interventions</i>, 22(3), 181-190.</p> <p>McDaniel, S. C. & Bruhn, A. L., (2016). Using a changing-criterion design to evaluate the effects of check-in/check-out with goal modification. <i>Journal of Positive Behavior Interventions</i>, 8(4). 197-208</p> <p>Nelson, M. A., Caldarella, P, Hansen, B. D., Graham, M. A., Williams, L., and Wills, H. P., (2018). Improving student behavior in are classrooms: An exploratory study of CW-FIT, <i>Journal of Positive Behavior Interventions</i>, 20(4), 227-238.</p>
11	11/9	<ul style="list-style-type: none"> • Promoting Generalized Behavior Change • BC: Problem Evaluation Interview <p>PROBLEM ANALYSIS + INTERVENTION IMPLEMENTATION INTERVIEW DUE</p>	<p>CHH: 28 (3rd edition: Chapters 30)</p> <p>CHM: Chapter 3</p> <p>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.</p>
12	11/16	<ul style="list-style-type: none"> • Positive Behavior Intervention and Supports (PBIS) <ul style="list-style-type: none"> ○ Schoolwide System of Behavior Support ○ Classroom Behavior Support Strategies <p>INTERVENTION EVALUATION INTERVIEW + SUMMARY AND RECOMMENDATION</p>	<p>Fallon, L. M., Collier-Meek, M. A., & Kurtz, K. D. (2019). Feasible coaching supports to promote teachers' classroom management in high-needs settings: An experimental single-case design. <i>School Psychology Review</i>, 48, 3-17.</p> <p>Simonsen, B., Freeman, J., Dooley, K., Maddock, E., Kern, L., & Meyers, D. (2017). Effects of targeted professional development on teachers' specific praise rates. <i>Journal of Positive Behavior Interventions</i>, 19(1), 37-47.</p> <p>Teerlink, E., Caldarella, P., Anderson, D. H., Richardson, M.J., & Guzman, E. G. (2017). Addressing problem behavior at recess during recess using peer praise notes. <i>Journal of Positive Behavior Interventions</i>, 19(2). 115-126.</p>

13	11/23	<ul style="list-style-type: none"> • Functional Behavior Assessment <ul style="list-style-type: none"> ○ Functional Analysis 	<p>CHH: 24 (3rd edition: Chapters 27)</p> <p>Mouzakitis, A. M., Coddington, R. S., & Tryon, G. (2015). The effects of self-monitoring and performance feedback on the treatment integrity of behavior intervention plan implementation and generalization. <i>Journal of Positive Behavior Intervention, 17(4)</i>. 223-234.</p>
14	11/30	CONSULTATION PROJECT PRESENTATIONS	
15	12/7	FINAL EXAM BEHAVIORAL CONSULTATION CASE STUDY DUE	

Note: Faculty reserve 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.