

George Mason University
College of Education and Human Development
School Psychology Program

SPSY 619 –Consultation and Applied Behavior Analysis
3 Credits, Fall 2023
Thursdays, 10:30am -1:10 pm
Thompson Hall L003

Faculty

Name: Danielle Palmer, Ph.D., NCSP
Office Hours: By Appointment
Office Location: West Building 2004 , Fairfax Campus
Office Phone: 703-993-6837
Email Address: dpalme4@gmu.edu

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:

Alberto, P. A., Troutman, A. C., & Axe, J. B. (2021). *Applied behavior analysis for teachers (Tenth Edition)*. Hoboken, NJ: Pearson Education, Inc. (ATA in syllabus)

Crothers, L. M., Hughes, T. L., & Kolbert, J.B., & Schmitt, A.B. (2020). *Theory and cases in school-based consultation: A resource for school psychologists, school counselors, special educators, and other mental health professionals (Second Edition)*. New York: Taylor Francis. (CHKS in syllabus)

COURSE PERFORMANCE EVALUATION: Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Class Participation 5% (5 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.

Engagement Rubric

<i>Attendance & Participation</i>	<i>Misses 2 or more sessions OR is frequently late for/leaves early from class and is not engaged in class discussion and/or activities</i> 1 - 2	<i>Misses 1 class session OR is late for/leaves early for 2 or less classes and makes limited contribution to class discussion and activities</i> 3 - 4	<i>Attends all class sessions from start to finish and actively participates in class discussion and activities</i> 5
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- **Assessments 45%:** There are three mini assessments each worth 15-points that consist primarily of questions related to applied behavior analysis concepts and the application of these principles.
- **Article Review and Discussion 10%:** Students in dyads select a research article from the assigned readings to review and lead a discussion. As the discussion facilitators, the students must have a clear understanding of the study and its design, be able to summarize its procedures and results, and lead a discussion. (NOTE: Students should prepare at least three discussion questions and submit them to the instructor one week prior to scheduled topic.)
- **Consultation Project 40%:** 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 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.
 - Problem Identification Interview Summary (12 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 (15 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 (8 points): For this interview, the effectiveness (or lack thereof, totally fine) of the intervention plan should be evaluated. The consultant’s overall assessment of the level of success including their view of the acceptability of the intervention is probed. The consultant will be responsive for establishing the effect size of the intervention along with a graph of the data from baseline through intervention.
- Consultation Case Study Presentation (5 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. (NOTE: Interview summaries are to be submitted electronically via email on the day 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 5% (5 points) Exams 45% (45 points) Article Review & Discussion 10% (10 points) Consultation Project 40% (40 points total) <ul style="list-style-type: none"> • Problem Identification (12) • Problem Analysis + Intervention Implementation (15) • Intervention Evaluation (8) • Presentation (5) 	Points are converted to grades based upon the following scale. 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://course support.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)	Assigned Readings
1	8/24	<ul style="list-style-type: none"> • Welcome and Course Overview <ul style="list-style-type: none"> ○ School-Based Consultation ○ History and Tenets of ABA 	ATA: Chapter 1 CHKS: Chapter 2
2	8/31	<ul style="list-style-type: none"> • Impact of Equity in Education <ul style="list-style-type: none"> ○ Role of culture ○ Responsible Use of ABA Procedures ○ Cultural Responsiveness in Consultation 	ATA: Chapter 2
3	9/7	<ul style="list-style-type: none"> • Selecting, Defining, and Measuring Target Behaviors 	ATA: Chapter 4 & 5
4	9/14	<ul style="list-style-type: none"> • Single Subject Designs <ul style="list-style-type: none"> ○ Evaluating Behavior Change ○ Action vs. Empirical Research 	ATA: Chapter 6 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	9/21	<ul style="list-style-type: none"> • Determining the Function of Behavior <ul style="list-style-type: none"> ○ Functional Behavior Assessment (FBA) 	ATA: Chapter 7 CHKS: Chapter 10 pp. 289-295

6	9/28	<ul style="list-style-type: none"> • Behavioral Consultation (BC) <ul style="list-style-type: none"> ○ <i>Problem Identification Interview</i> • Assessment #1 	<p>CHKS: Chapter 6 pp. 157-160 & Chapter 10 pp. 302-306</p> <p>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.</p>
Begin BC Problem Identification Interview			
7	10/5	<ul style="list-style-type: none"> • Arranging Consequences That Increase Behavior <ul style="list-style-type: none"> ○ Reinforcement ○ Schedules of Reinforcement ○ Contracting, ○ Group Contingencies ○ Token Economy 	<p>ATA: Chapter 8</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>
8	10/12	<ul style="list-style-type: none"> • Antecedents Variables: Building or Developing New Behaviors <ul style="list-style-type: none"> ○ Understanding Antecedent Variables ○ Methods for Developing New Behaviors <ul style="list-style-type: none"> ▪ Prompting ▪ Task Analysis ▪ Chaining ▪ Shaping 	<p>ATA: Chapter 10</p> <p>Moore, T. C., Alpers, A., Rhyne, R. Coleman, M. B., Gordon, J. R., Daniels, S., Skinner, C.H., & Park, Y. (2019). Brief prompting to improve classroom behavior: A first- pass intervention option. <i>Journal of Positive Behavior Interventions</i>, 21(1), 30-41.</p>
9	10/19	No Class: VASP	

10	10/26	<ul style="list-style-type: none"> Consequences That Decrease Behavior <ul style="list-style-type: none"> Reinforcement-Based Strategies BC: Problem Analysis + Intervention Design Interview <p>BC: Problem Identification Interview Due</p>	<p>ATA: Chapter 9 pp. 250-270</p> <p>Lynne, S., Radley, K. C., Dart, E. H., Tingstrom, D. H., Barry, C. T., & Lum, J.D. (2017). Use of technology-enhanced version of the good behavior game in an elementary school setting. <i>Psychology in the Schools</i>, 54, 1049-1063.</p>
Begin BC Problem Analysis + Intervention Design Interview			
11	11/2	<ul style="list-style-type: none"> Consequences That Decrease Behavior (continued) <ul style="list-style-type: none"> Extinction Punishment Generalization of Behavior Change <ul style="list-style-type: none"> Maintenance Stimulus Generalization Response Generalization Assessment #2 	<p>ATA: Chapter 9 pp. 264-288 and Chapter 11</p> <p>McNiff, M. T., Maag, J. W., & Peterson, R. L. (2019). Group video self-monitoring to improve the classroom transition speeds for elementary students. <i>Journal of Positive Behavior Interventions</i>, 21(2), 117-127.</p>
12	11/9	<ul style="list-style-type: none"> Self-Management <ul style="list-style-type: none"> Goal setting Self-Monitoring Self-Evaluation Self-Reinforcement Self-Instruction BC Intervention Evaluation Interview 	<p>ATA: Chapter 12</p> <p>Crewdson, M.A., Richardson, R. D., Fowler, K., Skinner, C. H., Wright, S., & Cihak, D. (2022). Supplementing social skills training with tooltling to simultaneously enhance first-grade students' performance of two social skills. <i>School Psychology Review</i>, DOI: 10:1080/2372966X.2022.2043127</p>
13	11/16	<ul style="list-style-type: none"> From FBA to Behavior Intervention Plan (BIP) <p>BC: Problem Analysis + Intervention Design Interview Due</p>	<p>ATA: Chapter 7</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>
Begin BC Intervention Evaluation Interview			
14	11/23	No Class: Thanksgiving	

15	11/30	<ul style="list-style-type: none"> • Positive Behavior Intervention and Supports (PBIS) • Classroom Behavior Support Strategies • Assessment #3 <p>BC: Intervention Evaluation Interview Due</p>	<p>Review of pbis.org website ATA: Chapter 13</p> <p>Monson, K. D., Caldarella, P., Anderson, D. H., & Wills, H. P. (2020). Improving student behavior in middle school art classrooms: Initial investigation of CW- FIT tier 1. <i>Journal of Positive Behavior Interventions</i>, 22(1). 38-50.</p> <p>Sallese, M.R. & Vannest, K.J. (2020). The effects of a multicomponent self- monitoring intervention on the rates of pre-service teacher behavior-specific praise in a masked single-case experimental design. <i>Journal of Positive Behavior Interventions</i>, 22(4), 207-219.</p>
16	12/7 Finals Week	Behavioral Consultation Case Study Presentation and Revised Case Study Report 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.