COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Departments of Elementary, Early, Special Ed

Course No. AB 534

Title of Course: Applied Behavior Analysis II: Functional Assessment and Behavior Reduction

Date: Fall 2015

Please check: ☑New

I. **Catalog Description (3 Credit Hours of Course)**: ABA intervention course that reviews functional assessment and intervention methods for reducing behaviors when treating individuals with developmental disabilities. (3)

II. **Prerequisite(s)**:
AB 531, AB 532

III. **Purposes or Objectives of the Course (optional)**:
1. Describe behavioral fluency interventions and their purpose.
2. Explain the functional approach to assessment and treatment of challenging behavior.
3. Choose appropriate functional assessment methods to evaluate the functions of behaviors.
4. Evaluate the various methods of functional assessment in terms of their utility in determining the function(s) of behavior in various contexts.
5. Select appropriate conditions to be included in an experimental functional analysis.
6. Provide a rationale for the use of various conditions in an Experimental Functional Analysis.
7. Explain the importance of analyzing establishing operations of challenging behavior during the functional assessment process?
8. Determine whether a behavior is automatically reinforced.
9. Explain how extinction can be used in clinical settings.
10. Evaluate the use of Noncontingent Reinforcement as a reductive intervention.
11. Explain how EO-based interventions and differential reinforcement can be used in the treatment of challenging behavior.
12. Evaluate how choice making can impact problem behavior.
13. Select appropriate function-based interventions to address problem behavior in various contexts.
14. Provide evidence for the use punishment in the treatment of behavior disorders.
15. Evaluate various approaches to reducing noncompliance.
16. Analyze the components of treatment packages designed to address feeding disorders.

17. Describe behavior analytic strategies currently used in the rehabilitation of individuals with brain injuries.
18. Deconstruct the components of behavioral intervention packages aimed at improving sleep problems.
19. Explain the evolution of Positive Behavior Support.
20. Identify the behavior management guidelines and licensure/certification regulations in your state.

IV. **Student Learning Outcomes (Minimum of 3)**:

SLO	Measurement Tool
1. Explain the functional approach to assessment and treatment of challenging behavior.	Exam
2. Choose appropriate functional assessment methods to evaluate the functions of behaviors.	Exam
3. Select appropriate function-based interventions to address problem behavior in various contexts.	Exam

V. **Behavior Analysis Certification Board (BACB) Alignment:**

Course Objectives	BACB
1. Describe behavioral fluency interventions and their purpose.	F-04
2. Explain the functional approach to assessment and treatment of challenging behavior.	G-05
3. Choose appropriate functional assessment methods to evaluate the functions of behaviors.	G-02, I-03, I-04, I-05
4. Evaluate the various methods of functional assessment in terms of their utility in determining the function(s) of behavior in various contexts.	I-03
5. Select appropriate conditions to be included in an experimental functional analysis.	I-03
6. Provide a rationale for the use of various conditions in an Experimental Functional Analysis.	I-03
7. Explain the importance of analyzing establishing operations of challenging behavior during the functional assessment process?	I-03
8. Determine whether a behavior is automatically reinforced.	I-03
9. Explain how extinction can be used in clinical settings.	C-03, D-18, D-19
10. Evaluate the use of Noncontingent Reinforcement as a reductive intervention.	D-18, D-19, D-20
11. Explain how EO-based interventions and differential reinforcement can be used in the treatment of challenging behavior.	D-01, D-02, D-18, D-19, D-21, E-01, F-07, J-10
12. Evaluate how choice making can impact problem behavior.	A-14, E-08
13. Select appropriate function-based interventions to address problem behavior in various contexts.	E-07, G-02, G-07, G-08, I-06, J-08, J-10
14. Provide evidence for the use punishment in the treatment of behavior disorders.	C-02, D-15, D-16, D-17
15. Evaluate various approaches to reducing noncompliance.	E-09, E-10
16. Analyze the components of treatment packages designed to	B-10, C-01, C-02, C-03, D-01,

address feeding disorders.	D-03, D-18, D-19, D-21, E-01
17. Describe behavior analytic strategies currently used in the rehabilitation of individuals with brain injuries.	B-10, C-01, C-02, C-03, D-01, D-03, D-18, D-19, D-21, E-01
18. Deconstruct the components of behavioral intervention packages aimed at improving sleep problems.	B-10, C-01, C-02, C-03, D-01, D-03, D-18, D-19, D-21, E-01
19. Explain the evolution of Positive Behavior Support.	FK-09, G-05
20. Identify the behavior management guidelines and licensure/certification regulations in your state.	K-02, K-08, K-09, AUT-A-02, AUT-A-04, AUT-E-02

VI.   Course Content or Outline (Indicate number of class hours per unit or section):

Unit Topics	Class Hours	Objectives
Behavioral fluency	2	1
Functional approach to reductive treatment	3	2
Informant Assessment	2	3, 4
Descriptive Assessment	3	3, 4
Experimental Functional Analysis	3	3, 4, 5, 6
Brief Functional Analysis	2	3, 4, 5, 6
EO Assessment	3	3, 4, 7
Assessment of Automatic Reinforcers	2	3, 4, 8
Extinction	2	9, 13
Noncontingent reinforcement	1	10, 13
EO-based interventions and differential reinforcement	3	11, 13
Choice interventions	1	12, 13
Clinical decision making	3	13
Punishment	3	14
Compliance Training	1.5	15
Feeding Disorders	1.5	16
Brain Injury	1.5	17
Sleep Problems	1.5	18
Positive Behavior Support	3	19
Behavior Management Guidelines	3	20
Total	**45**	

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____
Chair

Signature: _____ Date: _____
Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

SOUTHEAST MISSOURI STATE UNIVERSITY
COURSE SYLLABUS

AB 533: APPLIED BEHAVIOR ANALYSIS I: ASSESSMENT AND SKILL ACQUISITION
SPRING 2016 SEMESTER: OFFERED ONLINE

Instructor: Dr. Jamie Severtson
Phone: 573-986-6982
Office: Scully 401F
E-Mail: jseverton@semo.edu *(please include "AB 534" in the subject of your emails to me)*

Office Hours: Tuesday: 10:00am – 11:30 am (401F Scully)
                Wednesday: 1:30pm – 3:00 pm (401F Scully)
                          7:30pm – 8:30pm (Online using Google Chat: jamie.severtson)
                Also available by appointment

I want you to be successful in this class. My wish for you is that you begin to love Behavior Analysis as much as I do. I am here to help you in any way I can, so please do not hesitate to come to office hours, chat with me online during online office hours, call or email. I am happy to meet with students outside of normal office hours.

Questions, Comments, Requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Elementary, Early and Special Education Department.

Course Purpose:
The purpose of this course is to introduce students to the contemporary behavior-analytic approach to function-based assessment and treatment of challenging behavior among individuals with developmental disabilities. This course provides extensive coverage of assessments and interventions for behavior reduction. This course will provide students with the background necessary to prepare them for fieldwork where they will be implementing the strategies learned in this course. This course alone is not sufficient for students to be able to implement ABA strategies without supervision by a Board Certified Behavior Analyst (BCBA).

This is one of a series of courses designed for students who are interested in learning about Applied Behavior Analysis (ABA) and/or becoming Board Certified Behavior Analysts (BCBAs) / Board Certified Associate Behavior Analysts (BCaBAs). For more information about becoming a BCBA or BCaBA, please see your instructor, and go to http://www.bacb.com/index.php?page=4

    I.   **Catalog Descriptions and Credit Hours of Course:**

        AB 534. Applied Behavior Analysis II: Functional Assessment and Behavior Reduction. ABA intervention course that reviews functional assessment and intervention methods for reducing behaviors when treating individuals with developmental disabilities. (Required for BCBA/BCaBA certification). (3 Credits)

II. **Prerequisite(s):**
  a. AB 531, AB 532

III. **Objectives of the Course:**
  1. Describe behavioral fluency interventions and their purpose.
  2. Explain the functional approach to assessment and treatment of challenging behavior.
  3. Choose appropriate functional assessment methods to evaluate the functions of behaviors.
  4. Evaluate the various methods of functional assessment in terms of their utility in determining the function(s) of behavior in various contexts.
  5. Select appropriate conditions to be included in an experimental functional analysis.
  6. Provide a rationale for the use of various conditions in an Experimental Functional Analysis.
  7. Explain the importance of analyzing establishing operations of challenging behavior during the functional assessment process?
  8. Determine whether a behavior is automatically reinforced.
  9. Explain how extinction can be used in clinical settings.
  10. Evaluate the use of Noncontingent Reinforcement as a reductive intervention.
  11. Explain how EO-based interventions and differential reinforcement can be used in the treatment of challenging behavior.
  12. Evaluate how choice making can impact problem behavior.
  13. Select appropriate function-based interventions to address problem behavior in various contexts.
  14. Provide evidence for the use punishment in the treatment of behavior disorders.
  15. Evaluate various approaches to reducing noncompliance.
  16. Analyze the components of treatment packages designed to address feeding disorders.
  17. Describe behavior analytic strategies currently used in the rehabilitation of individuals with brain injuries.
  18. Deconstruct the components of behavioral intervention packages aimed at improving sleep problems.
  19. Explain the evolution of Positive Behavior Support.
  20. Identify the behavior management guidelines and licensure/certification regulations in your state.

IV. **Student Learning Outcomes (Notations in Course Content & Schedule)**
  1. Explain the functional approach to assessment and treatment of challenging behavior. (S1)
  2. Choose appropriate functional assessment methods to evaluate the functions of behaviors. (S2)

3. Select appropriate function-based interventions to address problem behavior in various contexts. (S3)

V. Expectations of the Student
a. Read the assigned chapters in the text books as well as assigned readings from scientific journals.
b. Participate in online forum discussions.
c. Successfully complete all quizzes, exams, and assignments.
d. Check the website twice per week for new materials and course updates.
e. Respond to emails within 48 hours (except on weekends and holidays).
f. Questions regarding the course in the course Q & A Forum(s).
g. Complete all assignments, quizzes, discussion posts by 11:59pm on the date that they are due unless otherwise noted in the instructions.

VI. Expectations of the Instructor
Your instructor will:
a. Respond to emails within 48 hours (except on the weekends and holidays).
b. Participate in online forum discussions.
c. Post grades for a given forum, quiz, exam, or assignment within 2 weeks following the due date.
d. Not grade late assignments.
e. Provide all updates regarding the course (e.g., cancelation off office hours) via the course News Forum.
f. Maintain office hours and also meet with students outside of office hours as arranged by the students.

VII. Textbook(s) and Other Required Materials:

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

Recommended Textbook (1):
*American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington DC: Author.

> *NOTE: This book is recommended, but not required. Students are _required_ to accurately use ABA Style in all of their written work for this course. Kent library has a number of copies of this book, and this website is helpful for those students who choose not to purchase the APA Publication Manual.

Supplemental Readings:
• Journal articles and other readings will be provided throughout the semester and are noted in the Course Content & Schedule, and a list of references is provided at the end of the syllabus.

Required Technology:
A webcam or smart device with video capabilities is required for this course. You will be required to post videos of yourself for various assignments and forums (e.g., responses to readings, discussion questions). You will be required to upload videos to YouTube and save them as "Unlisted" Videos. <mark>**Students who do not post a video for a video assignment will receive 0 points for the entire assignment, regardless of whether other portions of the assignment were completed. If you have concerns about this, contact your professor during the first week of class.**</mark>

- If you do not have access to a webcam, you should contact or stop by the [Multimedia Center at Kent Library](#)

You may wish to purchase a webcam if you do not have one. You should be able to find a variety of webcams for under $20.00. Here are some options to consider:

- **Webcam**: [click here to view options](#)

A microphone is not a requirement, but some students may find that a microphone helps produce a better sound quality.

- **Microphone**: [click here to view options](#)

VIII. Accessibility Statement:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact [Disability Support Services](#) to become registered as a student with a disability. Accommodations are implemented on a case by case basis.

IX. Civility Statement
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

X. Academic Honesty Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively

assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

    1. Presenting the exact words of a source without quotation marks;

    2. Using another student's computer source code or algorithm or copying a laboratory report; or

    3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

    1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.

    2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;

    3. Works in a group when she/he has been told to work individually;

    4. Uses unauthorized reference material during an examination; or

    5. Have someone else take an examination or takes the examination for another

XI.   **Basis for Student Evaluations:**

   a. **For all students:**

      i. **Late Submissions Policy:**

         Late work will not be accepted or graded. Students who submit assignments or Forum posts past the deadline will receive a grade of 0 points. If you do not complete a quiz or exam in the time frame that the quiz/exam is open, you will receive a 0. Your lowest quiz grade will be dropped to account for a missed quiz or technology problems that may arise. If you miss an exam you will not be allowed to retake it.

      ii. **First Week questionnaire, syllabus quiz, and video greeting**

         On the first week of class, each student is required to complete an informational questionnaire, which us used by the instructor to help improve students' experiences in the course. Additionally, a quiz is provided over the

syllabus content, and each student is required to post a video greeting to the class in a forum and respond to at least 2 other student videos.

iii. Weekly Quizzes

Weekly quizzes are designed to help students retain the information that they have learned from their readings, course videos, and discussions. Quizzes also help students prepare for their exams. All quizzes will be timed. Once a question is answered (or skipped), students will not be able to go back to the question.

iv. Weekly Forum Discussions – Video and Text

Students are required to participate in weekly forum discussions. At least half of the forums will require video presentations. Students will receive feedback from each other as well as the instructor. Initial posts are required by Friday at 11:55pm each week, and students are required to respond to at least <u>2</u> posts by the following Monday at 11:55pm.

v. Exams

Students will complete 4 exams over the course of the semester. Undergraduate students will complete exams that contain multiple-choice, fill-in-the-blank, and some short answer questions. Graduate students will complete exams that contain essay questions that require the students to synthesize the information that they have learned throughout the semester.

vi. Literature Review Paper (graduate students only)

Graduate students are required to write a brief review paper of the contemporary research in one area of assessment and/or treatment in developmental disabilities. The article should briefly review a topic's recent research and/or important issues and conclude with a synthesis of "best practices" for clinicians. The purpose of the assignment is to familiarize students with the process of searching and meaningfully summarizing specific portions of the research literature. Model articles and additional guidelines will be provided.

COMPONENT EVALUATION CHART AB 533

This is a tentative plan for the semester; however, your instructor has the right to add, remove, or change assignments throughout the semester.

Component Description	Points	Due Date
First Week:		
Student Questionnaire	**5**	January 26
Syllabus Quiz	**20**	January 26
Video Greeting Forum	**10**	**Jan 23**: Greeting **Jan 26**: 2 Replies
Forum Discussions (15 x 10 points each)	**150**	**Fri:** Original Post

		Mon: 2 Replies	
Quizzes (15 x 10 points each)	150	Wednesdays 11:55pm	
Exams (4 x 50 points each)	200	Mondays 11:55pm	
Literature Review Paper *(graduate students only)*	150	Week 15	
Total Points:		**Undergraduate**	**Graduate**
		535	685

Grades are calculated by dividing the total points earned in the semester by the total points available in the semester and then multiplying by 100. For example, an undergraduate student who earned 788 points in the semester, when there were 905 points possible, would calculate his/her grade like this: 788 ÷ 905 = .87 x 100 = 87%. This student would receive a B for the semester.

b. **Undergraduate Student Evaluation***:**

Grading Scale:
90-100%=A
80-89% = B
70-79% = C
60-69% = D
59 or less=F

*** ***Important***: If you are interested in becoming a BCaBA, taking this course at the undergraduate level is appropriate. If you are interested in becoming a BCBA, please speak with your instructor about taking this course at the Graduate Level. Please read the FAQ from the BACB about becoming a BCaBA and then "upgrading" to a BCBA to avoid needing to retake courses. http://www.bacb.com/index.php?page=6#43

c. **Basis for Graduate Student Evaluation:**

Grading Scale:
90-100%=A
80-89% = B
70-79% = C
69 or less=F

Course Content and Schedule

Week	Topic	Readings/Videos G = Graduate Students Only O = Optional (Recommended)	Assignments/ Quizzes/Exams/Forums S=SLO Measurement G = Graduate Students Only O = Optional
1	Course introduction Behavioral Fluency	•Syllabus •Binder (1996) •Doughty et al. (2004) •Heinicke et al. (2010)	☐ Syllabus quiz ☐ Intro Video ☐ Forum
2	The functional approach to reductive treatment & Functional Assessment: Informant Assessment	•Carr et al. (2000) •Iwata et al. (1993) •March et al. (2000) •Singh et al. (2009)	☐ Forum ☐ Quiz
3	Functional Assessment: Descriptive Assessment	•Kahng et al. (1998) •Vollmer et al. (2001) •Additional readings TBA	☐ Forum ☐ Quiz
4	Functional Assessment: Experimental Functional Analysis	•Iwata et al. (2008) •Iwata et al. (1994) •Hanley et al. (2003) •Carr et al. (2009)	☐ Forum ☐ Quiz
5	Functional Assessment: Experimental Analysis (cont.) & Brief Functional Analysis	•Herscovitch et al. (2009) •Hastings et al. (2005) •Vollmer et al. (1995) •Kahng et al. (1999) •Wallace et al. (1999)	☐ Forum ☐ Quiz
6	Functional Assessment: EO Assessment	•Smith et al. (1995) •Kennedy et al. (1996) •Carr et al. (2003)	☐ Exam 1 ☐ Forum ☐ Quiz
7	Functional Assessment: Assessment of Automatic Reinforcers & Innovative Functional Assessment and Treatment	•Kennedy et al. (1995) •Piazza et al. (1996) •LeBlanc et al. (2000) •McCord, Thompson & Iwata (2001) •McCord, Iwata, Galensky, Ellingson, & Thompson (2001)	☐ Forum ☐ Quiz
8	Extinction Noncontingent Reinforcement	•Iwata et al. (1994) •Lerman et al. (1996) •Carr & Severtson (2005) •Vollmer et al. (1993) •Carr et al. (2006)	☐ Forum ☐ Quiz
9	Spring Break		
10	EO-Based Intervention Differential Reinforcement	•Wilder & Carr (1998) •Vollmer & Iwata (1992) •Tarbox & Hayes (2003) •Tiger et al. (2008) •Kuhn et al. (2010)	☐ Forum ☐ Quiz
11	Choice Intervention Clinical Decision making	•Dyer et al. (1990) •Kern et al. (2001) •Kern et al. (1998) •Grow et al. (2009) •Geiger et al. (2010)	☐ Exam 2 ☐ Forum ☐ Quiz
12	Punishment	•CHH Chapters 14 & 15 •Fisher et al. (1994) •Lerman & Vorndran (2002) •Hanley et al. (2005)	☐ Forum ☐ Quiz
13	Compliance Training Feeding Disorders	•Wilder & Atwell (2006) •Davis & Reichle (1996) •Ducharme & DiAdamo (2005)	☐ Forum ☐ Quiz

		•Piazza (2008) •Linscheid (2006)	
14	Brain Injury Sleep Problems	•Richdale & Schreck (2009) •Schreck (2001) •Moore et al. (2007) •Additional Readings TBA	☐ Exam 3 ☐ Forum ☐ Quiz
15	Positive Behavior Support	•Carr et al. (2002) •Carr & Sidener (2002) •Johnston et al. (2006)	☐ Literature Review Due (G) ☐ Forum ☐ Quiz
16	Behavior Management Guidelines	•Readings TBA	☐ Forum ☐ Quiz
17	Final Exam	No readings	☐ Exam 4

XII. References

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