

**Grand Valley State University  
ABA Graduate Certificate Program**

**Psy 624: Behavioral Assessment & Intervention**

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**Office hours:** By appointment

**Meeting location:** Online through Blackboard

**Course Description**

This course provides an introduction to the theoretical foundations and practical applications of behavioral assessment and intervention. The focus is on evidence-based assessment and intervention strategies that lead to socially significant, durable outcomes for students, educators, and families. The course uses functional behavior assessment as a framework for understanding behavior.

**Course Objectives**

<b>Learning Unit</b>	<b>4<sup>th</sup> Edition Task List</b>
1: Defining Target Behavior and Behavior Measurement	A-1, A-2, A-3, A-10, A-11, A-12, A-13, A-14, H-1, H-2, H-3, H-4, H-5, I-1, I-2
2: Structural Analysis	E-9, E-10, I-2, I-3, I-5
3: Functional Analysis	I-3, I-5, I-6
4: Functional Behavior Assessment	G-1, G-2, G-3, G-4, G-5, I-1, I-2, I-3, I-4, I-5, I-6
5: Behavioral Interventions	F-7, F-8, G-8, J-2, J-3, J-4, J-5, J-6, J-10, J-11 C-1, C-2, C-3, E-1, E-3, E-4, F-1
6: Issues in Functional Behavior Assessment and Developing Behavior Intervention Plans	G-6, G-7, J-6, J-7, J-8, J-9

**READING MATERIALS**

Steege, M.W. & Watson, S. (2009). Conducting school-based Functional Behavioral Assessments: A practitioner's guide (2<sup>nd</sup> Ed.). Guilford Press: NY

These books can be ordered from: <http://www.amazon.com>, <http://www.barnesnoble.com>, or directly from Guilford.

Additional readings will be posted in unit modules or in course reserve.

## **COURSE INFORMATION**

### **Required Equipment (owned or accessible)**

- High-speed internet access
- Computer with a sound card and speakers; operating system that meets current Blackboard browser requirements (see below)
- Microphone (built in or external)

### **Blackboard is the Course Management System**

To access Blackboard, go to <https://mybb.gvsu.edu/> and enter your log in and password.

This course utilizes Blackboard, GVSU's online course management system. Take a look at the GVSU Online Learning pages to and find numerous materials about using Blackboard and online learning <http://www.gvsu.edu/online/>.

Use of Blackboard is integral to this course and students must log on a few times each week in order to complete course requirements, receive important announcements and updates, and communicate with instructors and other students about course content and requirements.

Check the current technical requirements to use Blackboard - <http://www.gvsu.edu/online/what-about-the-technology--8.htm> and preferred browser information - <http://www.gvsu.edu/it/learn/browser-configuration-24.htm>

### **Technical difficulties with Blackboard**

If you experience technical problems with Blackboard, contact the help desk by email or phone - [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu) or 616-331-3513. The help website is <http://www.gvsu.edu/it/learn/>

### **Accessing the Library**

Many of GVSU's library resources can be accessed online [Distance and Off-Campus Learning Services](#) with many journal articles available on demand. You must have an active GVSU student account to take advantage of the library's resources and services.

Some courses may have reading materials in course reserve. To access course reserve, [click here](#).

### **BCBA Certification Information**

This course is one of six courses in the 18-credit Applied Behavior Analysis Graduate Certificate Program at GVSU. Successful completion of the course sequence results in the GVSU Graduate Certificate in Applied Behavior Analysis. The 18 credits that you earn by completing the program may be applied toward the requirements for certification by the Behavior Analyst Certification Board (BACB). The BACB has approved our course sequence as meeting the 270-hour coursework requirements for eligibility to take the BCBA examination. Before you are eligible to take the BCBA certification exam, the BACB requires that you show proof of a master's degree in psychology or education and evidence that you have accrued the required number of supervised experience hours. You are responsible for ensuring that you meet all of

the current BACB standards. For more information about the Behavior Analysis Certification Board, go to [www.bacb.com](http://www.bacb.com) and click on “Becoming Certified.”

### **Accommodations for Students with Disabilities**

If you need specific accommodations and you have a documented disability, you will need to contact the Disability Support Resources Office at 616-331-2490 to coordinate accommodations. If you plan to request accommodations in this course, please let me know right away so I can assist you.

## **COURSE ORGANIZATION and ASSIGNMENTS**

### **Readings (weekly)**

You will have book chapters or articles to read weekly. It is critical to stay up on the readings. This is where you will learn much of the terminology and process for completing Functional Behavior Assessments and developing Behavior Intervention Plans. Because of the flow of content, there are some weeks where the reading load is heavier, and others where it is lighter. Readings will constitute a combination of “how-to’s”, as well as classic research articles in the field.

### **Learning Units (6 modules, c. 2 weeks per module)**

There are a total of six learning units in this course. Learning units include lecture materials, reading assignments, course content presentations, practice activities, and assignments. Units will be open for approximately two weeks at a time. All previous units will be open throughout the course.

Each learning unit will have embedded questions and practice activities associated with the content. These are ungraded activities. However it is expected that you will complete these activities since they will help you to solidify your understanding of information and they will help with assignments, exams and application of content to practice. I will post answers to the practice activities for each module at the end of that module.

### **Discussion board (4 learning units)**

We will use a combination of Discussion Board questions to have group discussions during four modules over the course of this semester.

### **Cooper Quizzes –**

You will complete and submit a Cooper quiz score for only one chapter of the Cooper book related to Psy 624 (Chapter 24). However, there are several chapters in the Cooper book for which we will revisit concepts and terminology as we go through this class (specifically, Chapters 3, 4 & 23). You will be asked to complete Cooper quizzes for these chapters as well, but you do not need to submit your scores. Use your quiz results and comfort with terminology/content from these chapters to determine how you review this content. Cooper quiz website - [http://wps.prenhall.com/chet\\_cooper\\_appliedbeh\\_2/](http://wps.prenhall.com/chet_cooper_appliedbeh_2/)

**Assignments – (7 Assignments)**

There are six graded assignments in this course. To complete some of these assignments, you will need to identify a student who engages in challenging behavior from your practicum site or work setting, and complete specific steps related to assessment and intervention. These are graded and will constitute an important part of your learning and grade for the course. More information about each of these assignments will be provided in Blackboard. All assignments must be prepared in a professional manner (typed, and free from spelling/grammatical errors). The instructor reserves the right to deduct points for assignments submitted late.

**Exams – (2 proctored exams)**

You will have 2 exams scheduled throughout the semester. The exams will include a combination of multiple choice and short answer questions. I will provide more information about the content/format of each exam closer to the scheduled dates.

Assignment	Points	Total Points for Semester
Cooper quiz	Chapter 24, 5 points	5
Discussion Board	4 modules, 5 points each	20
Assignments	6 assignments, ranging from 20 to 50 points each	180
Exams	2 exams at 60 points each	120
TOTAL POINTS		325

**Final Grade Requirement**

Students seeking the ABA Graduate Certificate must complete all courses with a B- or higher in each course and finish with a minimum 3.0 grade point average.

Letter Grade	Percentage Range
A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	61-69%
F	0-60%

**Academic Integrity**

[GVSU Student Code regarding Integrity of Scholarship and Grades:](#)

**Section 223.00: Integrity of Scholarship and Grades**

Truth and Honesty. The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles, and in so doing protect the validity of University grades. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.

**Section 223.01: Plagiarism**

Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to

give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

## Psy 624: Behavior Assessment & Intervention Schedule 2016

Session Dates	Learning Unit	<i>Italics indicates book chapter</i> Readings	Assignments
<b>Unit 1</b> Week 1-2  Aug 29 – Sept 11	<b>1: Defining Target Behavior and Behavior Measurement: Preparing for FBA</b> <ul style="list-style-type: none"> <li>Identifying and prioritizing targets</li> <li>Operationally defining targets</li> <li>Procedures for measuring behavior</li> </ul>	<ul style="list-style-type: none"> <li><i>Review Cooper, Heron &amp; Heward, (2007) Chapter 3</i></li> <li><i>Review Cooper, Heron &amp; Heward (2007) Chapter 4</i></li> <li>Chapter 6, Steege &amp; Watson (2009)</li> </ul>	<ul style="list-style-type: none"> <li>Review Cooper Quiz- Chp. 3 (do NOT need to submit score)</li> <li>Review Cooper Quiz- Chp. 4 (do NOT need to submit score)</li> <li>Module Practice Activities</li> <li>Conduct Student Observations (Assignment 1)</li> </ul>
<b>Unit 2</b> Week 3-4  Sept 12 – Sept 25	<b>2: Structural Analysis and Intro to Functional Analysis</b> <ul style="list-style-type: none"> <li>Understanding antecedents</li> <li>Manipulating antecedent conditions</li> <li>Data interpretation</li> <li>Introduction to Functional Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Gage &amp; Lewis (2010)</li> <li>Touchette et al. (1985)</li> <li>Iwata et al. (1994)</li> <li>Stichter (2005)</li> <li>Losinski et al. (2015)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Module Practice Activities</li> <li>Assignment 1 student observations due Friday, Sept. 23</li> <li>Assignment 2 due Sunday, Sept. 25<sup>th</sup></li> </ul>
<b>Unit 3</b> Week 5-6  Sept 26- Oct 9	<b>3: More FA; Trial-Based Functional Analysis</b> <ul style="list-style-type: none"> <li>Functional Analysis (cont.)</li> <li>Brief Functional analysis</li> <li>Trial-based Functional Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Sigafoos &amp; Sagger (1995)</li> <li>Austin et al. (2015)</li> <li>Hanley (2012)</li> <li>Rispoli et al. (2012)</li> <li>Northup et al. (1991)</li> <li>Cooper, Heron &amp; Heward (2007), Chapter 24</li> </ul>	<ul style="list-style-type: none"> <li>Discussion Board</li> <li>Module Practice Activities</li> <li>Begin Assignment 3: Implementing Structural Analysis/Trial-Based FA or Brief FA</li> <li>Cooper Quiz- Chp. 24 (SUBMIT SCORE)</li> </ul>
<b>Unit 4</b> Week 7-9  Oct 10 – Oct 30  <b>3 week module</b>	<b>4: Functional Behavior Assessment</b> <ul style="list-style-type: none"> <li>Functional behavior assessment (FBA)</li> <li>Role of FBA in schools</li> <li>Overview of FBA methods including checklists and rating scales (e.g., FACTS, MAS, QABF)</li> <li>Descriptive FBA</li> <li>Formulating hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Pence, Roscoe et al. (2009).</li> <li>Chapters 1, 4, 5, 7, 8 of Steege &amp; Watson (2009)</li> </ul>	<ul style="list-style-type: none"> <li>Module Practice Activities</li> <li>Begin Assignment 4: FBA</li> <li><b>Exam 1: Week of Oct. 24<sup>th</sup></b></li> <li>Assignment 3 due Sunday, Oct. 30<sup>th</sup></li> </ul>

<b>Unit 5</b> Week 10-12  Oct 31- Nov 20  <b>3 week module</b>	<b>5: Competing Pathways-Behavioral Interventions</b> <ul style="list-style-type: none"> <li>Competing Pathways model</li> <li>Antecedent &amp; consequence-based Interventions</li> <li>Developing function-based, multicomponent interventions</li> <li>Functional communication Training (FCT)</li> </ul>	<ul style="list-style-type: none"> <li>Tiger, Hanley &amp; Bruzek (2008) -</li> <li>Durand &amp; merges (2001)</li> <li>Lambert et al. (2012)</li> <li>Grow, Carr &amp; LeBlanc (2009)</li> <li>Brooks, Todd, Tofflemoyer &amp; Horner (2003)</li> <li>Geiger, Carr &amp; Leblanc (2010)</li> <li>Chapter 11 of Steege &amp; Watson (2009)</li> <li><i>Review Cooper, Heron &amp; Heward, (2007) Chapter 23</i></li> </ul>	<ul style="list-style-type: none"> <li>Cooper Quiz- Chp. 23 (do NOT need to submit score)</li> <li>Discussion Board</li> <li>Module Practice Activities</li> <li>Assignment 4 due Friday, Nov. 18<sup>th</sup></li> </ul>
<b>Unit 6</b> Week 13-14  Nov 21 – Dec 9	<b>7: Issues in Functional Behavior Assessment and Developing Behavior Intervention Plans</b> <ul style="list-style-type: none"> <li>Collaboration in developing behavior intervention plans</li> <li>Writing behavior intervention plans</li> <li>Crisis intervention plans</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 3 of Steege &amp; Watson (2009)</li> <li>Cook et al. 2012</li> </ul>	<ul style="list-style-type: none"> <li>Module Practice Activities</li> <li>Assignment 5 due Sunday, Nov. 27<sup>th</sup></li> <li>Assignment 6 Due Friday, Dec. 9<sup>th</sup></li> </ul>
Finals Week of Dec 12th <b>Exam 2</b> Day and Time To Be Determined			

Assignments and Exams with Due Dates			
Assignment	Tasks	Total Points	Due Date
Assignment 1: Student Observations	<ul style="list-style-type: none"> <li>Conduct 3 observations of students with problem behavior (any age), across at least two school settings.</li> <li>Submit the data you collected</li> </ul>	20	Friday, Sept. 23
Assignment 2: Structural and Functional Analysis	<ul style="list-style-type: none"> <li>Paper Assignment</li> </ul>	20	Sunday, Sept. 25
Exam 1			Week of Oct. 24th
Assignment 3: Implementing Structural	<ul style="list-style-type: none"> <li>Identify student, permission form</li> </ul>	50	Sunday, Oct. 30

Analysis/Trial-Based FA or Brief FA	<ul style="list-style-type: none"> <li>Complete SA, Trial-Based FA or Brief FA as described in Assignment Description</li> </ul>		
Cooper Quiz, Chapter 24		5	Sunday, Oct. 30 <sup>th</sup>
Assignment 4: FBA	<ul style="list-style-type: none"> <li>Identify student, permission form</li> <li>Complete 3 observations</li> <li>Complete interviews</li> <li>Complete rating scales</li> <li>Report</li> </ul>	50	Friday, Nov. 18
Assignment 5: Developing Interventions	<ul style="list-style-type: none"> <li>Use your completed FBA</li> <li>Design an intervention plan</li> <li>Summarize in a report</li> <li>Do NOT need to implement the interventions</li> </ul>	20	Sunday, Nov.27
Assignment 6: Reviewing Behavioral Interventions	<ul style="list-style-type: none"> <li>With permission, obtain a completed behavior plan from your school</li> <li>De-identify, or have someone else de-identify all names, schools, etc. in the report</li> <li>Review the behavior plan using Iovannone's criteria.</li> </ul>	20	Friday, Dec. 9
Exam 2			Week of Dec. 12 <sup>th</sup>



### Additional Readings

- Anderson, C.M., Rodriguez, B.J. & Campbell, A. (2015). Functional Behavior Assessment in schools: Current status and future directions. *Journal of Behavioral Education*, published online 14 May 2015.
- Austin, J.L., Groves, E.A., Reynish, L.C. & Francis, L.L. (2015). Validating trial-based functional analyses in mainstream primary school classrooms. *Journal of Applied Behavior Analysis*, 48, 274-288.
- Brooks, A., Todd, A.W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Interventions*, 5, 144-152.
- Cook, et al. (2012). Exploring the link among behavior intervention plans, treatment integrity and student outcomes under natural educational conditions. *The Journal of Special Education*, 46, 3-16.
- Durand, V.M. & Merges, E. (2001). Functional Communication Training: Contemporary behavior analytic intervention for problem behaviors. *Focus on Autism and Other Developmental Disabilities*, 16, 110-119.
- Gage, A. & Lewis, T. (2010). Structural analysis in the classroom. *Beyond Behavior*, 19, 3-11.
- Geiger, K.B., Carr, J.E., LeBlanc, L (2010). Function-based treatments for escape-maintained problem behavior: A treatment-selection model for practicing behavior analysts. *Behavior Analysis in Practice*, 3, 22-32.
- Grow, L.L., Carr, J.E., & LeBlanc, L.A. (2009). Treatments for attention-maintained problem behavior: Empirical support and clinical recommendations. *Journal of Evidence-Based Practices for Schools*, 10, 70-92.
- Hanley, G.P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. *Behavior Analysis in Practice*, 5, 54-72.
- Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E. & Richman, G.S. (1994). *Journal of Applied Behavior Analysis*, 27, 197-209.
- Lambert, J.M., Bloom, S.E. & Irvin, J. (2012). Trial-based functional analysis and functional communication training in an early childhood setting. *Journal of Applied Behavior Analysis*, 45, 579-584.

Losinski, M., Maag, J., Katsiyannis, A., & Ryan, J. (2015). The use of structural behavioral assessment to develop interventions for secondary students exhibiting challenging behaviors. *Education and Treatment of Children, 38*, 149-174.

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*, 509-522.

Pence, S.T., Roscoe, E.M., Bourret, J. C., & Ahearn, W.H. (2009). Relative contributions of three descriptive methods: Implications for behavioral assessment. *Journal of Applied Behavior Analysis, 42*, 425-446.

Rispoli, M.J., Davis, H.S., Goodwyn, F.D., Camargo, S. (2012). The use of trial-based functional analysis in public school classrooms for two students with developmental disabilities. *Journal of Positive Behavior Interventions, 15*, 180-189.

Sigafoos, J. & Saggers, E. (1995). A discrete-trial approach to the functional analysis of aggressive behavior in two boys with autism. *Australia and New Zealand Journal of Developmental Disabilities, 20*, 287-297.

Stichter, J.P., & Conroy, M.A. (2005). Using structural analysis in natural settings: A responsive functional assessment strategy. *Journal of Behavioral Education, 14*, 19-34.

Tiger, J.H., Hanley, G.P., & Bruzek, J. (2008). Functional Communication Training: A review and practical guide. *Behavior Analysis in Practice, 1*, 15-23.

Touchette, P.E., MacDonald, R.F. & Langer, S.N. (1985). Scatter plot for identifying stimulus control of problem behavior. *Journal of Applied Behavior Analysis, 18*, 343-351.

### **Quick Tips for a Successful Learning Experience**

- ☐ Read the syllabus and all preparatory information on Blackboard
- ☐ Stay organized and track due dates
- ☐ Plan weekly study times
- ☐ Keep up on the reading
- ☐ Log onto Blackboard at least 3 times per week to check announcements, discussion board, and interact with course material
- ☐ Get to know the other students in the class
- ☐ Study the course terminology and monitor your progress on the term fluency graph
- ☐ Post questions, comments, and ideas on discussion board
- ☐ Ask questions of the instructor