



ABA Graduate Certificate Program

Psy 624: Behavioral Assessment and Intervention

Fall 2019

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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

Upon successful completion of this course, students will be able to:

1. Compare, contrast and utilize indirect and direct methods of functional behavior assessment.
2. Individualize and implement direct observation systems to evaluate and assess changes in behavior.
3. Summarize, interpret and report functional behavior assessment and intervention data with effective communication of results to teachers and parents, orally, graphically, and in written reports.
4. Provide the rationale for conducting functional behavior assessments, and critique various methods in the process.
5. Demonstrate expertise in the administration of behavioral rating scales commonly used in schools, while critiquing the potential uses and limitations of such measures.
6. Use assessment data to devise intervention plans to decrease problem behavior and increase prosocial behavior.
7. Develop intervention targets in conjunction with parents, teachers, school psychologists, and other school professionals.

| Learning Unit | 4 th Edition Task List |
|--|---|
| 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 I & 2 | 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 |
| 7: 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. (2019). *Conducting school-based Functional Behavioral Assessments: A practitioner's guide* (3rd Ed.). Guilford Press: NY

This book 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 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 ABA Graduate Certificate is a Verified Course Sequence (VCS) by the Behavior Analyst Certification Board (BACB). The BACB has approved the GVSU course sequence as meeting the 270-hour coursework requirements for eligibility to pursue certification as a BCBA.

Additionally, the BACB requires that you show proof of a master's degree in psychology, education, or behavior analysis and evidence that you have accrued the required number of supervised experience hours before you can register to take the BCBA exam. You are responsible for ensuring that you meet all of the current BACB standards. For more information about the Behavior Analyst Certification Board, go to www.bacb.com and click on "Obtain a Credential."

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

You will have book chapters or articles to read for each module. 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 units 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 units, 1-3 weeks per unit)

There are a total of six learning units in this course. Learning units include lecture materials, reading assignments, lecture presentations, practice activities, and assignments. 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/Zoom Meetings - (4 learning units)

We will have Zoom Meetings or Discussion Board questions/activities four times over the course of the semester.

Cooper Quizzes – (1 unit)

You will complete and submit a Cooper quiz score for only one chapter of the Cooper book. We will also 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 extensively you review this content. Cooper quiz website - http://wps.prenhall.com/chet_cooper_appliedbeh_2/

Assignments – (3 Case Study Assignments, 3 Content Assignments)

There are six graded assignments in this course. To complete some of these assignments, you will need to identify students who engage 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 | 1 unit, 5 points | 5 |
| Discussion Board / Zoom Meetings | 4 units, 5 points each | 20 |
| Assignments <ul style="list-style-type: none"> • Case Study Assignment 1: Student Observations (30 points) – due Sunday, Sept. 22 • Case Study Assignment 2: Structural Analysis (50 points) – due Sunday, Oct. 13 • Case Study Assignment 3: FBA Implementation (50 points) – due Sunday, Nov. 24 • Content Assignment 1: SA vs FA (20 points) – due Sunday, Sept. 22 | 6 assignments, ranging from 20 to 50 points each | 190 |

| | | |
|--|---------------------------|------------|
| <ul style="list-style-type: none"> • <u>Content Assignment 2</u>: Developing Interventions (20 points), due Sunday, Nov. 24 • <u>Content Assignment 3</u>: BIP Summary and Implementation Checklist (20 points) – due Sunday, Dec. 8 | | |
| Exams | 2 exams at 50 points each | 100 |
| TOTAL POINTS | | 315 |

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.

GVSU Policies

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Psy 624: Behavior Assessment & Intervention Schedule 2019

| Session Dates | Learning Unit | <i>Italics indicates book chapter</i> Readings | Activities | Assignments Due |
|--|--|--|--|--|
| Unit 1 Aug 26 – Sept 1 1 Week Unit | 1: Defining Behavior and Measurement of Behavior: Preparing for FBA and Behavioral Interventions <ul style="list-style-type: none"> Identifying and prioritizing targets Operationally defining targets Procedures for measuring behavior Scatterplot | <ul style="list-style-type: none"> <i>Review Cooper, Heron & Heward, (2007) Chapter 3</i> <i>Review Cooper, Heron & Heward (2007) Chapter 4</i> <i>Steege & Watson (2009): Observing & Recording Behavior (posted in readings)</i> Touchette et al. (1985) | <ul style="list-style-type: none"> Zoom Meeting to review assignments for the semester: Thursday, August 29th at 4:30 pm Review Cooper Quiz- Chp. 3 (do NOT need to submit score) Review Cooper Quiz- Chp. 4 (do NOT need to submit score) Module Practice Activities | |
| Unit 2 Sept 2 – Sept 22 3 Week Unit | 2: Structural Analysis and Functional Analysis <ul style="list-style-type: none"> Understanding antecedents Manipulating antecedent conditions Data interpretation Functional Analysis | <ul style="list-style-type: none"> Gage & Lewis (2010) Iwata et al. (1994) Stichter (2005) Losinski et al. (2015) Hanley (2012) Northup et al. (1991) | <ul style="list-style-type: none"> Discussion Board Activity Module Practice Activities | <ul style="list-style-type: none"> <u>Case Study Assignment 1: Student Observations</u> due Sunday, Sept. 22 (30 points) <u>Content Assignment 1: SA vs. FA</u> due Sunday, Sept. 22 (20 points) |
| Unit 3 Sept 23- Oct 13 3 Week Unit | 3: Trial-Based Functional Analysis; Practical Functional Assessment <ul style="list-style-type: none"> Trial-based Functional Analysis Practical Functional Assessment | <ul style="list-style-type: none"> Sigafoos & Sagger (1995) Austin et al. (2015) Rispoli et al. (2012) Bloom "How to Conduct Trial-Based FA" https://practicalfunctionalassessment.com/ Slaton, Hanley & Raftery (2017) | <ul style="list-style-type: none"> Zoom Meeting/ Discussion Board Thursday, Sept. 26th, 4:30 pm Module Practice Activities | <ul style="list-style-type: none"> <u>Case Study Assignment 2: Structural Analysis Implementation</u> due Sunday, Oct. 13 (50 points) |

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|---|--|--|---|---|
| <p>Unit 4</p> <p>Oct 14 – Nov 3</p> <p>3 Week Unit</p> | <p>4: Functional Behavior Assessment</p> <ul style="list-style-type: none"> • Functional behavior assessment (FBA) • Role of FBA in schools • Overview of FBA methods including checklists and rating scales (e.g., FACTS, MAS, QABF) • Descriptive FBA • Formulating hypotheses | <ul style="list-style-type: none"> • <i>Chapters 1, 3, 7, 8 of Steege & Watson (2019)</i> • <i>Cooper, Heron & Heward (2007), Chapter 24</i> • Ryan, Halsey, et al. (2013) • Scott, Alter & McQuillan (2010) • Scott & Cooper (2017) | <ul style="list-style-type: none"> • Discussion Board/ Zoom • Module Practice Activities | <ul style="list-style-type: none"> • Exam 1: Tues, Oct. 15th at 4:00 (50 points) • <u>Cooper Quiz Chapter 24</u> due Sunday, Nov. 3 (5 points) |
| <p>Unit 5</p> <p>Nov 4- Nov 24</p> <p>3 Week Unit</p> | <p>5: Behavioral Interventions and Competing Pathways</p> <ul style="list-style-type: none"> • Competing Pathways model • Antecedent & consequence-based Interventions • Developing function-based, multicomponent interventions • Functional communication Training (FCT) | <ul style="list-style-type: none"> • Tiger, Hanley & Bruzek (2008) - • Durand & Merges (2001) • Lambert et al. (2012) • Grow, Carr & LeBlanc (2009) • Brooks, Todd, Tofflemoyer & Horner (2003) • Geiger, Carr & Leblanc (2010) • Dunlap et al. (2010) • Chapter 11 of Steege & Watson (2019) • <i>Review Cooper, Heron & Heward, (2007) Chapter 23</i> | <ul style="list-style-type: none"> • Cooper Quiz- Ch. 23 (do NOT need to submit score) • Module Practice Activities | <ul style="list-style-type: none"> • <u>Case Study Assignment 3: FBA Implementation</u> due Sunday, Nov. 24 (50 points) • <u>Content Assignment 2: Developing Interventions</u> due Sunday, Nov. 24 (20 points) |
| <p>Unit 6</p> <p>Nov 25 – Dec 8</p> <p>2 Week Unit</p> | <p>6: Developing Behavior Intervention Plans</p> <ul style="list-style-type: none"> • Collaboration in developing behavior intervention plans • Developing an Intervention Checklist • Wrapping it Up: Case Studies and returning to Practical Functional Assessment | <ul style="list-style-type: none"> • Chapter 4 of Steege & Watson (2019) • Cook et al. (2012) • Benazzi, Horner & Good (2006) • Iovannone, Anderson & Scott (2013) | <ul style="list-style-type: none"> • Discussion Board/ Zoom • Module Practice Activities | <ul style="list-style-type: none"> • <u>Content Assignment 3: BIP Summary and Implementation Checklist</u> due Sunday, Dec. 8 (20 points) |
| <p>Exam 2: Tuesday, Dec. 10th at 4:00 (50 points)</p> | | | | |

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.
- Benazzi, L., Horner, R.H., & Good, R.H. (2006). Effects of behavior support team composition on the technical adequacy and contextual fit of behavior support plans. *The Journal of Special Education*, *40*, 160-170.
- 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.
- Dunlap, G., Iovannone, R., Wilson, K. J., Kincaid, D. K., & Strain, P. (2010). Prevent-teach-reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, *12*(1), 9-22.
- 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.
- Iovannone, R., Anderson, C. M., & Scott, T. M. (2013). Power and control: Useful functions or explanatory fictions? *Beyond Behavior*, *22*(2), 3-6.

- Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E. & Richman, G.S. (1994). Toward a functional analysis of self-injury. *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.
- 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.
- Ryan, A.L., Halsey, H.N. & Matthews, W.J. (2003). Using functional assessment to promote desirable student behavior in schools. *Teaching Exceptional Children*, 35, 8-15.
- Scott, T.M., Alter, P.J. & McQuillan, K. (2010). Functional Behavior Assessment in classroom settings: Scaling down to scale up. *Intervention in School and Clinic*, 46, 87-94.
- Scott, T.M. & Cooper, J.T. (2017). Functional Behavior Assessment and function-based Intervention planning: Considering the simple logic of the process. *Beyond Behavior*, 26, 101-104.
- Sigafoos, J. & Sagers, 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.
- Slaton, J.D., Hanley, G.P., & Raferty, K.J. (2017). Interview-informed functional analyses: A comparison of synthesized and isolated components. *Journal of Applied Behavior Analysis*, 50, 252-277.
- 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