

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

**Psy 624: Behavioral Assessment and Intervention  
Fall 2022**

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**Meeting location:** Online through Blackboard

**Phone:** 616-331-8703

**Office hours:** By Appointment

**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.
8. Adhere to and demonstrate understanding of school and professional policies surrounding assessment and service provision in schools (e.g., confidentiality, special education law, professional ethics, collaboration and professionalism).

<b>BACB 5<sup>th</sup> Edition Task List</b>		
<b>Section 2: Applications</b>	<b>Task List Items</b>	<b>Content Hours</b>
F: Behavior Assessment	F-1-9	40 hours
G: Behavior-Change Procedures	G-1, G-2, G-14, G-15	5 hours

<b>Learning Unit</b>	<b>Task List Items</b>	<b>Content Hours</b>
Unit 1: Defining Behavior and Measurement of Behavior	F-2, F-4	10 hours
Unit 2: Structural Analysis and Functional Analysis	F-6, F-7, F-8, F-9	10 hours

Unit 3: Trial-Based Functional Analysis and Practical Functional Analysis	F-6, F-7, F-8, F-9	
Unit 4: Functional Behavior Assessment and Preference Assessment	F-1, F-3, F-4, F-5, F-7, F-8, F-9	10 hours
Unit 5: Competing Pathways and Behavioral Interventions	F-1, F-3, F-6, F-9, G-1, G-2, G-14, G-15	15 hours
Unit 6: Developing and Implementing Behavior Intervention Plans Based on Function	F-1, F-6, F-9	

## READING MATERIALS: REQUIRED TEXT

Steege, M.W. & Watson, S. (2019). *Conducting school-based Functional Behavioral Assessments: A practitioner's guide* (3<sup>rd</sup> Ed.). Guilford Press: NY. (This book can be ordered from an online retailer 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://lms.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>.

### 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 <https://www.gvsu.edu/elearn/help/blackboard-support-85.htm>

## **Accessing the Library**

Many of GVSU's library resources can be accessed online [Distance and Hybrid 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.

## **BCBA Certification Information**

This course is one of seven courses in the 21-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 315-hour coursework requirements for eligibility to pursue certification as a BCBA. Additionally, the BACB requires that you show proof of a master's degree 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](http://www.bacb.com). \*Once you begin the ABA course sequence, you can start accumulating supervised fieldwork experience hours.

## **Accommodations for Students with Disabilities**

If you need specific accommodations and you have a documented disability, 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. Try to stay caught up on the readings. Even though you won't be quizzed on every article and chapter, the readings are designed to give you broad knowledge about the topics in this course and will help you to learn the terminology and process for completing Functional Behavior Assessments and developing Behavior Intervention Plans. Early units focus heavily on the foundations for FBA, while later units focus more on the process of conducting FBA and how that process relates to intervention. 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 Modules (6 units, 2-3 weeks per module)**

There are six modules in this course. Learning modules include lecture materials, readings, lecture videos, discussion boards or zoom activities, quizzes, and assignments. All previous units will be open throughout the course.

Most modules have embedded questions and practice activities associated with the content. These are ungraded activities. However, completing these activities will help your understanding as you complete assignments, exams and apply the content during practice. I will post answers to the practice activities for each module at the end of that module.

**Discussion Board/Zoom Meetings - (5 modules)**

We will have Zoom Meetings or Discussion Board questions/activities five times over the course of the semester. We will have two Zoom meetings in the evening and one additional Zoom meeting where you will be asked to sign up to participate in a small group at a time that fits within your schedule.

**Quizzes – (4 quizzes)**

There will be four graded quizzes in this course. This includes a brief, 5-point quiz in Unit 2 and one in Unit 3. These will provide additional practice with the terminology and content in preparation for the first exam. Unit 5 has two quizzes pertaining to Functional Behavior Assessment and Preference Assessment. One of these quizzes is a Cooper Quiz, and one is a Blackboard quiz. More information about these quizzes will be provided at the beginning of Unit 5.

We will also revisit concepts and terminology from the Cooper book as we go through this class (specifically, Chapters 3, 4 & 26). You will be asked to complete Cooper quizzes for these chapters, 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/](http://wps.prenhall.com/chet_cooper_appliedbeh_2/).

**Assignments – (2 Case Study Assignments, 4 Content Assignments, 1 Operational Definition Assignment)**

There are seven 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. If you are a practicing teacher, these students can be from your classroom. If you are a school psychology practicum student, you will need to work with your supervisor to identify these students. These assignments are graded and will constitute an important part of your learning 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). If you are having difficulties identifying students or completing these activities in a timely manner due to student or staff illness or quarantines, just please reach out to me and I will work with you.

**Exams – (2 online 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. Exams will require Respondus Lockdown. You can take them at any point on the day they are due or work with me if you need to identify an alternative date.

Assignment	Points	Total Points for Semester
<u>Quizzes</u> Quiz 1: Foundational terminology I (5 points) Quiz 2: Foundational terminology II (5 points) Quiz 3: Cooper (5 points) Quiz 4: FBA (10 points)	4 quizzes, 5-10 points	25
<u>Discussion Boards</u> Discussion Board 1: Zoom (15 points) Discussion Board 2: Blackboard (10 points) Discussion Board 3: Zoom (15 points) Discussion Board 4: Blackboard (10 points) Discussion Boards 5 & 6: one group Zoom meeting during these units (15 points)	5 modules, 10-15 points each	65
<u>Assignments</u> <ul style="list-style-type: none"> <li>• <u>Case Study Operational Definition Assignment</u>: Target Behavior for FBA (10 points)</li> <li>• <u>Case Study Assignment 1</u>: Student Observations (30 points)</li> <li>• <u>Case Study Assignment 2</u>: FBA Implementation (50 points)</li> <li>• <u>Content Assignment 1</u>: SA and FA (20 points)</li> <li>• <u>Content Assignment 2</u>: TBFA and PFA (20 points)</li> <li>• <u>Content Assignment 3</u>: Developing Interventions (20 points)</li> <li>• <u>Content Assignment 4</u>: BIP Summary and Implementation Checklist (20 points)</li> </ul>	7 assignments, ranging from 10 to 50 points each	170
Exams	2 exams at 50 points each	100
<b>TOTAL POINTS</b>		<b>360</b>

## 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%

## GVSU Policies and Academic Integrity

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

Statement of Student Rights and Responsibilities: “Standards of conduct are established in order to foster a community and environment where the mission, vision and values of Grand Valley State University... can flourish. These standards are embodied within a set core of values that include **integrity, community, inclusion & equity, respect, and responsibility**. The University conduct process exists to protect the interests of the community and to challenge those whose behavior falls outside of these values and our policies.”

Academic Misconduct Policies and Procedures According to GVSU Code STU 5.1, “Academic Misconduct is defined as any action or behavior that misrepresents one’s contributions to or the results of any scholarly product submitted for credit, evaluation, or dissemination.” Additional information about the following aspects of Academic Misconduct, including cheating, collusion, dual submission, falsification, and plagiarism is available [here](#).

## Psy 624: Behavioral Assessment & Intervention Schedule for Fall 2022

Session Dates	Learning Unit	<i>Italics indicates book chapter Readings</i>	Activities	Assignments Due
<p style="text-align: center;"><b>Unit 1</b></p> <p>Aug 29 – Sept 11</p> <p style="text-align: center;">2-week unit</p>	<p><b>1: Defining Behavior and Measurement of Behavior: Preparing for FBA and Behavioral Interventions</b></p> <ul style="list-style-type: none"> <li>• Identifying and prioritizing targets</li> <li>• Operationally defining targets</li> <li>• Procedures for measuring behavior</li> <li>• Scatterplot</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Review Cooper, Heron &amp; Heward, (2020) Chapter 3</i></li> <li>• <i>Review Cooper, Heron &amp; Heward (2020) Chapter 4</i></li> <li>• Touchette et al. (1985)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board Zoom: Tuesday, Sept. 6th at 8:00 pm</li> <li>• Review Cooper Quiz- Chp. 3 Target Behaviors (do NOT need to submit score): <a href="http://wps.prenhall.com/chet_cooper_appliedbeh_2/">http://wps.prenhall.com/chet_cooper_appliedbeh_2/</a></li> <li>• Review Cooper Quiz- Chp. 4 Measuring Beh (do NOT need to submit score): <a href="http://wps.prenhall.com/chet_cooper_appliedbeh_2/">http://wps.prenhall.com/chet_cooper_appliedbeh_2/</a></li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Begin <u>Case Study Assignment 1</u>: Student Observations</li> </ul>
<p style="text-align: center;"><b>Unit 2</b></p> <p>Sept 12 – Sept 25</p> <p style="text-align: center;">2-week unit</p>	<p><b>2: Structural Analysis and Functional Analysis</b></p> <ul style="list-style-type: none"> <li>• Understanding antecedents</li> <li>• Manipulating antecedent conditions</li> <li>• Data interpretation</li> <li>• Functional Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Gage &amp; Lewis (2010)</li> <li>• Iwata et al. (1994)</li> <li>• Stichter (2005)</li> <li>• Hanley (2012)</li> <li>• Northup et al. (1991)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board: Blackboard</li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Content Assignment 1: SA &amp; FA</u> due Sunday, Sept. 25th (20 points)</li> <li>• <u>Case Study Assignment 1: Student Observations</u> due Sunday, Sept. 25<sup>th</sup> (30 points)</li> <li>• <u>Quiz 1</u> due Sunday, Sept 25<sup>th</sup> (5 points)</li> </ul>
<p style="text-align: center;"><b>Unit 3</b></p> <p>Sept 26 – Oct 16</p> <p style="text-align: center;">3-Week Unit</p>	<p><b>3: Trial-Based Functional Analysis; Practical Functional Assessment</b></p> <ul style="list-style-type: none"> <li>• Trial-based Functional Analysis</li> <li>• Practical Functional Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Sigafoos &amp; Sagger (1995)</li> <li>• Austin et al. (2015)</li> <li>• Rispoli et al. (2012)</li> <li>• Bloom “How to Conduct Trial-Based FA”</li> <li>• <a href="https://practicalfunctionalassessment.com/">https://practicalfunctionalassessment.com/</a></li> <li>• Slaton, Hanley &amp; Raferty (2017)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board Zoom: Wed, Oct. 12<sup>th</sup>: 7:00 pm</li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Case Study Operational Definition Assignment</u> due Sunday, Oct. 16<sup>th</sup> (10 points)</li> <li>• <u>Content Assignment 2: TBFA &amp; PFA</u> due Sunday, Oct. 16<sup>th</sup> (20 points)</li> <li>• <u>Quiz 2</u> due Sunday, Oct. 16<sup>th</sup> (5 points)</li> </ul>

**Exam 1:** Tuesday, Oct. 18<sup>th</sup> using Respondus Lockdown (50 points)

<p><b>Unit 4</b></p> <p>Oct 17 – Nov 6</p> <p>3-Week Unit</p>	<p><b>4: Functional Behavior Assessment and Preference Assessment</b></p> <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> <li>• Preference Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Minahan &amp; Rapaport (2012), Chapter 1</i></li> <li>• <i>Chapters 1, 3, 7, 8 and 10 of Steege &amp; Watson (2019)</i></li> <li>• <i>Cooper, Heron &amp; Heward (2020), Chapter 27</i></li> <li>• Scott, Alter &amp; McQuillan (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board: Blackboard</li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Quiz 3:</u> Cooper Quiz Chapter 24 – FBA due Sunday, Nov 6<sup>th</sup> (5 points): <a href="http://wps.prenhall.com/chet_cooper_appliedbeh_2/">http://wps.prenhall.com/chet_cooper_appliedbeh_2/</a></li> <li>• <u>Quiz 4:</u> FBA due Sunday, Nov 6<sup>th</sup> (10 points)</li> </ul>
<p><b>Unit 5</b></p> <p>Nov 7 – Nov 27</p> <p>3-Week Unit</p>	<p><b>5: Competing Pathways and Behavioral Interventions</b></p> <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>• Grow, Carr &amp; LeBlanc (2009)</li> <li>• Geiger, Carr &amp; Leblanc (2010)</li> <li>• <i>Chapter 11 of Steege &amp; Watson (2019)</i></li> <li>• <i>Review Cooper, Heron &amp; Heward, (2020) Chapter 26- Antecedent Interv.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board Zoom Small Group Problem Solving meeting (sign up for one time in <i>either</i> Unit 5 or Unit 6)</li> <li>• Cooper Quiz- Ch. 23 Antecedent Interventions (do NOT need to submit score): <a href="http://wps.prenhall.com/chet_cooper_appliedbeh_2/">http://wps.prenhall.com/chet_cooper_appliedbeh_2/</a></li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Case Study Assignment 2: FBA Implementation</u> due Sunday, Nov 27<sup>th</sup> (50 points)</li> <li>• <u>Content Assignment 3: Developing Interventions</u> due Sunday, Nov 27<sup>th</sup> (20 points)</li> </ul>
<p><b>Unit 6</b></p> <p>Nov 28 – Dec 11</p> <p>2-Week Unit</p>	<p><b>6: Developing and Implementing Behavior Plans Based on Function</b></p> <ul style="list-style-type: none"> <li>• Collaboration in developing behavior intervention plans</li> <li>• Developing an Intervention Checklist</li> <li>• Wrapping it Up: Behavior Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Chapter 4 of Steege &amp; Watson (2019)</i></li> <li>• Cook et al. (2012)</li> <li>• Benazzi, Horner &amp; Good (2006)</li> <li>• Iovannone, Anderson &amp; Scott (2013)</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom Small Group Problem Solving meeting (sign up for one time in <i>either</i> Unit 5 or Unit 6)</li> <li>• Module Practice Activities</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Content Assignment 4: BIP Summary and Implementation Checklist</u> due Sunday, Dec. 11<sup>th</sup> (20 points)</li> </ul>



	and Mental Health, Emotions and Thoughts			
<b>Exam 2:</b> Tuesday, Dec 13 <sup>th</sup> using Respondus Lockdown (50 points)				

**Additional Readings**

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.

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.

Iovanonne, 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.

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.
- 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.
- 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., & Raftery, 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.