COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 7102--Assessment Techniques in Applied Behavior Analysis
COURSE CREDIT: 4 Semester Hours
TERM/YEAR: Winter 2015
COURSE LOCATION: WSU--Oakland Center - 33737 W 12 Mile Rd, Farmington Hills
DAY/TIME: 9-12:40
INSTRUCTOR: Krista Kennedy
OFFICE: N/A
OFFICE HOURS: by appointment
OFFICE PHONE: 734-564-1849
EMAIL: kristakenndedy@ymail.com

COURSE DESCRIPTION:

Overview of assessment techniques used in behavioral intervention planning, functional assessments, functional assessment interview, descriptive and functional analysis, data collection and interpretation, preference assessment, and interpretation of evaluation tools.

COURSE OBJECTIVES:

After completing this course students will:
1. Be able to complete a Functional Assessment Interview
2. Be able to complete a Descriptive Analysis
3. Be able to complete a Functional Analysis
4. Determine what data to collect at baseline and how to interpret it
5. Be able to complete a Preference Assessment
6. Be able to interpret the results of all the evaluation tools to determine how to treat a client.

PREREQUISITES: EDP 7101 Foundations of Applied Behavior Analysis

REQUIRED TEXTS:
None: all reading will be provided by the instructor. See below for a reading list.

Required Readings:


Course Outline: *Please see the reading list below. All readings are due on the date listed. Readings are tentative and additional readings will be provided by the instructor as necessary.*

<table>
<thead>
<tr>
<th>Session</th>
<th>Reading</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/14/16</td>
<td><strong>Overview of Functional Assessment &amp; the Functional Assessment Interview</strong> Sattler chapters 1 and 2 pdf FAI form</td>
<td>N/A</td>
</tr>
<tr>
<td>2 1/21/16</td>
<td><strong>Descriptive Analysis – Observational Assessment</strong> Love, Carr &amp; LeBlanc (2009) Thompson &amp; Iwata (2007) article Vollmer, Borroero, et.al. (2001)</td>
<td>Journal Entry – Discuss ways in which observation and descriptive analysis can assist in the development of a treatment plan. Comment on how concepts such as MO and schedules of reinforcement and how you set up your data collection could guide your observation and conclusions.</td>
</tr>
<tr>
<td>3 1/28/16</td>
<td><strong>Standardized Assessment</strong> Sattler ch. pdf</td>
<td>Journal Entry- Discuss what is assessed when determining a diagnosis and how a behavior analyst might use the diagnostic assessment report. Assignment - FAI Rubric and write up (self evaluation)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/18/16</td>
<td>BAAM</td>
<td>Assignment - Presentation write up (Due by email by 2-21-15 at 12 pm)</td>
</tr>
<tr>
<td>2/25/16</td>
<td>Functional Analysis</td>
<td>Journal Entry – discuss positive and negative reinforcement in relations</td>
</tr>
<tr>
<td></td>
<td>(Carr 1977)</td>
<td>to functional analysis and what you need to think about when using</td>
</tr>
<tr>
<td></td>
<td>O’Reilly (1997) article</td>
<td>tangible reinforcers in an FA.</td>
</tr>
<tr>
<td></td>
<td>Rooker et al (2011)</td>
<td></td>
</tr>
<tr>
<td>3/3/16</td>
<td>Midterm</td>
<td>Midterm N/A</td>
</tr>
<tr>
<td>3/10/16</td>
<td>Variations on Functional Analysis</td>
<td>Journal Entry – How do FAI, DA, Preference Assessment and FA all</td>
</tr>
<tr>
<td></td>
<td>(Iwata &amp; Dozier)</td>
<td>work together to determine how to intervene with a behavior plan?</td>
</tr>
<tr>
<td></td>
<td>(functional analysis methodology)</td>
<td>Assignment - FA write up</td>
</tr>
<tr>
<td></td>
<td>Derby et. al</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vollmer, Marcus, Ringdahl, &amp; Roane (1995)</td>
<td></td>
</tr>
<tr>
<td>3/17/16</td>
<td>Break – no class</td>
<td>Break</td>
</tr>
<tr>
<td>3/24/16</td>
<td>Function Based Treatment</td>
<td>Journal Entry – Discuss the different function based treatments you</td>
</tr>
<tr>
<td></td>
<td>(Hanley, Piazza, et. al 2005)</td>
<td>learned about in the readings and how the concepts of reinforcement,</td>
</tr>
<tr>
<td></td>
<td>(Hagopian, Fisher, et. al 1998)</td>
<td>extinction and punishment must be considered with these procedures</td>
</tr>
<tr>
<td></td>
<td>(Ringdahl, Vollmer, Marcus &amp; Roane 1997)</td>
<td></td>
</tr>
<tr>
<td>3/31/16</td>
<td>Preference Assessment</td>
<td>Journal Entry – Describe the different preference assessment procedures</td>
</tr>
<tr>
<td></td>
<td>(Bojak &amp; Carr 1999)</td>
<td>in each of the articles</td>
</tr>
<tr>
<td></td>
<td>(DeLeon &amp; Iwata 1996)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Roane, Vollmer, Ringdahl &amp; Marcus 1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Fisher, Piazza, Bowman, Hagopian,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Owens, &amp; Slevin 1992)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Pace, Ivancic, Edwards, Iwata, &amp; Page</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1985)</td>
<td></td>
</tr>
<tr>
<td>4/9716</td>
<td>Skills Assessment</td>
<td>Journal Entry – Discuss why you have to consider the skills of the child</td>
</tr>
<tr>
<td></td>
<td>(Firman &amp; Poling 1995)</td>
<td>when implementing a behavior plan. Support your position with the</td>
</tr>
<tr>
<td></td>
<td>(Weeks &amp; Gaylord-Ross 1981)</td>
<td>readings. Assignment - Preference Assessment Rubric and write up (self-</td>
</tr>
<tr>
<td></td>
<td>(ABLLS introduction)</td>
<td>evaluation)</td>
</tr>
<tr>
<td>4/14/16</td>
<td>Interpretation of Results</td>
<td>Journal Entry – What considerations need to be made when writing your</td>
</tr>
<tr>
<td></td>
<td>(Groth-Marnat &amp; Horvath 2006)</td>
<td>report? Support your comments with the readings.</td>
</tr>
<tr>
<td></td>
<td>(Traux Chapter 1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Freeman &amp; Miller Chapter 13)</td>
<td></td>
</tr>
</tbody>
</table>
1. Readings are to be completed prior to the class session for which they are assigned. Journal Entries as described above should be uploaded to the journal section on Blackboard each week prior to class. The journal entries should be approximately 2-4 pages in length single space. They should be an integrated summary of what you learned from the readings. Further discussion about integrated summary will be discussed in class. You should also be improving in your ability to write about and analyze the readings. Make sure to incorporate instructor feedback as you write each new entry.

2. One class presentation will be given by each student. Students will locate and present on a research article on ABA with a population outside of ASD. It is highly recommended that an article be located in the Journal of Applied Behavior Analysis. However, you may use other sources if they are applicable. The research should be conducted with real subjects. This should not be a summary of research or a theoretical article. There should be a strategy identified for the study and outcome data that you can report out on. All articles need to be approved by the instructor. Therefore, it is recommended that students identify and article early in the semester.

3. There will be two examinations, a midterm and a final. The answer format will be short essay. The midterm will cover material through week 7. The final will cover material from week 1 to the end of the course. Students will be required to bring a laptop to class for the examinations. If a student does not have a laptop available to bring to class please inform the instructor so that alternative arrangements can be made before the exam date.

4. There will weekly quizzes in fill in the blank, multiple choice and short answer format. They will cover the content learned in the previous class. Quizzes will be returned to the instructor following the students review. The instructor will keep the quizzes available before and after each class for student review. Quizzes should help students gauge their performance on class topics and if a student makes errors they should use that information to study that content more thoroughly for future evaluations.

5. All quizzes and exam will be closed book. Students are expected to know the information and not need assistance to complete these evaluations. Weekly studying and retention of information learned throughout the course is necessary for student
success in this course.

Additional information will be provided for each evaluation. All information in this syllabus is tentative and may be revised as needed. It will be necessary to attend all scheduled classes in order to obtain the most accurate and up to date information. If you have an emergency or illness and cannot attend it is your responsibility to obtain the information missed from a colleague or myself prior to the next class period in order to participate fully with the next class.

**FINAL GRADES**

The following grading scale will be applied based on the total number of points accumulated by the semester end (400 points possible):

- **A** 95% +
- **A-** 90-94%
- **B+** 87-89%
- **B** 83-86%
- **B-** 80-82%
- **C+** 77-79%
- **C** 70-76%
- **Fail** 69% -

**ATTENDANCE AND PARTICIPATION**

1. Students are expected to attend class sessions. If a student will be late they must notify the instructor (text is best). If a student misses or is late to class they must provide documentation as to why they are late if they would like to make up the quiz. Quizzes can only be made up if the student has an illness or emergency. It is at the instructor’s discretion as to whether or not to allow the student to make up missed quizzes when students arrive late or misses class. The student should plan on providing documentation as to the reason why they were late or missed class if they want to be considered for a make up.

2. Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials. All assignments are due before the class starts each week. If the student does not complete the assignment there will be no make up points provided for late assignments. The student will receive 0 points for that assignment.

3. Students are expected to engage in respectful discourse. Many lectures will have group discussions, in-class assignments and opportunities to ask questions and make comments on the course content throughout class.

**STUDENT USE OF LAPTOP COMPUTERS IN CLASS**

Students may, of course, use laptop computers in class. However, it is not acceptable to be doing anything on them except taking notes. Other activity on laptops is distracting to others, including the instructor, and is generally disrespectful to the educational process. Those who violate this will not be permitted to use a laptop in class.

**STUDENT USE OF PHONES IN CLASS**

Absolutely no texting or other phone use is allowed during class. Except under unusual circumstances, phones should be put away and not be on top of your desks. In the case of a true emergency, students are expected to step out of class in order to respond to it. There will be a 10 min break during each class period where students can check messages.
WITHDRAWAL POLICY:

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

ACADEMIC DISHONESTY, INCLUDING PLAGIARISM

No form of academic dishonesty will be tolerated. It is completely assumed that not only do you already know to avoid plagiarism, cheating, etc., but also that you have read your Graduate Handbook and other formal WSU documents describing your responsibility as a student. Particularly on assignments such as those in this course, you must also paraphrase others' writing and never use verbatim statements without direct quotes and page numbers.

Plagiarism
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

It is the policy of this course that in cases of academic dishonesty, a grade of F is assigned for the course and charges may be filed with the WSU Judicial Officer. WSU also has policies about this. The following is taken directly from the WSU Graduate Bulletin:

Deception, Fraud and Misuse of Documents
Intentionally furnishing false information to the University is explicitly prohibited, as is forgery, alteration, unauthorized possession, or misuse of University documents, records and identification cards. The University reserves the right to rescind degrees if the award of the degree was based in whole or in part on deception, fraud, other unacceptable academic conduct, or misuse of University documents.

REFERENCING
When referencing others' work, you must paraphrase unless you use quotation marks to indicate that it is a direct quote, and indicate the page number from which you obtained the statement(s). Be sure to never use others' work and claim it as your own. Also, minimize the number of direct quotes. You must describe others' work in your own words and then cite the authors accordingly. Cite authors in the order in which their names were published. You never reorganize the authorship order. That order is determined by level of contribution to the article. See additional handout posted on Blackboard on how to create references using APA style.

**WRITING SKILLS**

Quality writing skills are necessary for any career, especially one in the educational profession. For those students who have under-developed writing skills, WSU has a writing center, which can be found at [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). The mission and services offered at the Writing Center can be found at on that website. There is also an online writing center (HOOT), which provides students the opportunity to converse with Writing Center staff online. See [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330) for information about HOOT. The site also has a list of additional resources.

**ATTENTION STUDENTS WITH DISABILITIES**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**SDS News**

Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sdsexams2010@wayne.edu.

**RELIGIOUS OBSERVANCE POLICY**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve
conflicts with their religious observances are expected to notify their instructors well in
advance so that alternative arrangements as suitable as possible may be worked