COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Educational Psychology
COURSE: EDP 3103-901 - Applied Behavior Analysis Assessment & Treatment Planning
COURSE CREDIT: 4 Semester Hours
TERM/YEAR: Spring/Sumer 2017
COURSE LOCATION: WSU - Oakland Center - 33737 W 12 Mile Rd, Farmington Hills
DAY/TIME: Thursday, 4:00PM-8:00PM
INSTRUCTOR: Ashley Soutar
OFFICE: N/A
OFFICE HOURS: By Appointment
OFFICE PHONE: Cell: 586-703-7174
EMAIL: Ashley.Soutar@morcinc.org

COURSE DESCRIPTION:

Students will learn various assessment and treatment planning techniques utilized in Applied Behavior Analysis.

In courses one and two in the BCaBA course sequence students learned techniques to implement strategies for behavior change and collect data for progress monitoring. They will now learn to assess functions of behavior within a research practitioner model to assist BCBA’s in initial and ongoing development of behavior treatment planning and formal professional presentation of cases and topics in ABA. Specific assessments including functional assessment interviewing, direct observation and functional analysis will be taught in addition to skill-based assessments. Students will improve their understanding of how treatment is established and will learn to identify initial problems, barriers and considerations for treatment development. Students will then learn methods for reading and evaluating treatment research and displaying assessment data. Students will learn how to identify important components of the treatment plan and identify observable, measurable goals and targets for the treatment plan. Students will complete a series of weekly quizzes, a presentation focusing on a program they wrote and implemented, and participate in discussions.

This course is open to undergraduate students interested in obtaining knowledge of Behavior Analysis and certification as a Board Certified Assistant Behavior Analyst (BCaBA). Students are expected to read behavior analytic content, participate in discussions, complete a project applying concepts learned in class, and practice the application of behavioral principles. Completion of assignments and class participation are essential to meeting the course objectives.
COURSE LEARNING OUTCOMES:

After completing this course students will:

1. Demonstrate proficiency on how and why three different types of functional assessment, are implemented and what they role is in each
2. Perform skills assessment techniques and demonstrate knowledge in how replacement behaviors and skills are incorporated into function based treatment
3. Be able to use previous skills of data collection combined with newly learn assessment skills to identify observable behaviors and measurable goals for treatment
4. Demonstrate understanding of the components of a treatment plan and their role within the treatment planning process
5. Use various forms of commonly used assessments and use information gained from each in treatment planning
6. Use research methods and design to present on topics and cases at professional conferences and peer review groups

PREREQUISITES: EDP 3102 - Techniques of Applied Behavior Analysis

4 SEMESTER HOURS:

Students will receive the following course content towards BCaBA requirements:

- 2.5 hours measurement
- 6.5 hours behavior change consideration and intervention
- 8 hrs fundamental elements of behavior change and behavior change procedures
- 1.25 hrs concepts and principles of behavior analysis
- 8.5 hrs ethics
- 1.75 implementation, management, and supervision
- 13.5 identification of problem and assessment
- 5 experimental design
- 13hrs discretionary

REQUIRED TEXTS:


The BCBA modules developed by Behavior Development Solutions are required for the course. The modules can be ordered at: https://www.behaviordevelopmentsolutions.com/
**READINGS:**

BACB Guidelines for Responsible Conduct for Behavior Analysts (2001-2010)


**ADDITIONAL COURSE INFORMATION:**

In this course students will be expected to read all materials prior to the scheduled class time in order to better understand the class content and participate with the class discussion. Students will be graded on their participation, weekly quizzes and exams. The instructor will be responsible for preparing lecture and activity based materials to help facilitate learning the course objectives. The instructor also provides ample opportunities for applied experiences with in the community for students who are interested in the real life applications of the skills learned in class. Topics covered in this course are taught in a specific sequential order. All material builds on previously covered topics. Missing a class will directly impact your ability to understand the next lecture and ultimately impact your overall grade. Students should plan on attending all classes.

**COURSE ASSIGNMENTS:**

*Presentation*

As another method of assessing student learning and performance, all students must complete one presentation. Present on a goal within a client’s treatment plan and discuss what program you wrote for that goal. Include baseline and treatment data of the program and any modifications of the program that needed to be made. The presentation will be 100 points.

*Examinations*

Multiple forms of assessment will be used, and examinations are one method of assessing student knowledge acquisition.

- Weekly quizzes will be administered, each covering the topic from the last week’s class. The quizzes will be multiple choice and fill in the blank. Each quiz will be 10 points with a total of 100 points. (1st 15 minutes of each class)

- Two examinations will be administered, each covering approximately half of the course material, one at mid-term and one at the end of the term. These will primarily be in short essay format, with restricted response length, though the exams are long in total. Each exam is worth 100 points. (TIMED-TAKE HOME- 60 multiple choice, two 20-point essays)
GRADING:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Weekly quizzes</td>
<td>10pts each (100 points)</td>
<td>20%</td>
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<tr>
<td>Presentation</td>
<td>100 points</td>
<td>20%</td>
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<tr>
<td>Midterm exam</td>
<td>100 points</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>100 points</td>
<td>30%</td>
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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% +              B-    80-82%
A-   90-94%             C+    77-79%
B+   87-89%             C     70-76%
B    83-86%             Fail  69%- 

ATTENDANCE AND PARTICIPATION:

- Students are expected to attend class sessions.
- Students are expected to read the assigned materials prior to the class, integrate the information and participate in class discussions of the materials.
- Students are expected to engage in respectful discourse.

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.
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 Academica. 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 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 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/. 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 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 out.
COURSE SCHEDULE:

All readings are due on the date listed. Readings are tentative and additional readings will be provided by the instructor as necessary.

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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>1</td>
<td>Intro to class 1hr (syllabus, goals)</td>
<td>Step 2 – Bailey &amp; Burch</td>
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<td>Assessment of behavior- 1 hrs</td>
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<td>Define behavior</td>
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<td>ID of problem 2hr</td>
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<td>-preliminary assessment of client to ID referral</td>
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<td>problem (observation and probing)</td>
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<td>-review records</td>
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<td>-practice within limits of competence</td>
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<td>in class activity- review different reports and</td>
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<td>discuss whether or not we are the appropriate</td>
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<td>provider. If we are the appropriate provider,</td>
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<td>what are the main concerns/problems to be</td>
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<td>assessed. Review ABLLS-R</td>
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<td>2</td>
<td>Observation : ID problems (4 hrs)</td>
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<td>- Observation</td>
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<td>- ID problems in staff</td>
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<td>- ID problems in client</td>
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<td>o Not attending, motivation, task difficulty,</td>
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<td>- Defining behavior</td>
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<td><strong>Quiz 1: ID problem part 2</strong></td>
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<td>3</td>
<td>Identifying Barriers to treatment &amp; considerations – ID the problem: 4 hrs</td>
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<td>Identify potential interventions based on</td>
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<td>assessment results and best available scientific</td>
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<td>Targeting pivotal skills &amp; bx cusps</td>
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<td>Creating a supportive environment</td>
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<td>Programming for generalization and maintenance</td>
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<td>Reading data to determine generalization,</td>
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<td>maintenance &amp; progress</td>
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<td>Selecting alternative appropriate behaviors to</td>
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<td>Environmental resources and constraint</td>
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<td>Current repertoires, tasks analysis and</td>
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<td>preference assessment</td>
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<td><strong>Quiz 2: Observations</strong></td>
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<td>Session</td>
<td>Topic</td>
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| 4 | **Experimental Design (3.5hrs exp design)**  
- Functional relations (**foundational task list - .5**)  
- Systematically arrange IV to demonstrate effects on DV  
- 5 single subject designs and combinations (B-04 thru B-09)  
Component analysis vs parametric analysis  
Reading literature and analyzing results  
**Quiz 3 - Barriers to treatment** | Step 3, 7 – Bailey & Burch |
| 5 | **Evaluating Graphs and Data: Measurement (H) 2.5 hrs**  
Choosing good vs. bad graphs  
Choosing the right graph for the data  
Level, trend, variability  
Temporal relations between observed variables  
Read/interpret literature (B-02) (**1.5 hrs exp design**)  
**Quiz 4: Experimental Design** | Step 10 – Bailey & Burch |
| 6 | **Functional Assessment: 4hrs of assessment**  
Functions review  
FAI  
Functional analysis  
FAST and checklist  
ABC data  
How the BCaBA will help with these (roles)  
Videos:  
https://www.youtube.com/watch?v=LQr717chytM  
https://www.youtube.com/watch?v=LQr717chytM  
Watch an FA video and discuss what the SD was in each condition, what the function is,  
**Quiz 5: Evaluating Graphs and Data** | Ch. 2 (pg. 13-56) – O’Neill |
| 7 | **Functional Analysis interpretation**  
Ethics of implementing assessment .75hr (task list 3.0)  
Interpreting FA results (organize, analyze and interpret data 1.5hrs assessment)  
- Organize data from the FA—take data during a video (1hr assessment)  
Foundational task list - .75hrs  
Automatic function of behavior  
Automatic reinforcement and punishment  
Multiple functions  
**Quiz 6: Functional Assessment**  
**Homework - Take Home MIDTERM- due by next class** | Ch. 2 (pg 57-65) – O’Neill  
Ch. 3 – O’Neill  
Ethics Task list 3.0 |
| 8 | **Take home midterm due at start of class!**  
Behavior reduction and behavior planning  
Differential Reinforcement (4 hrs – Fundamental elements) | Ch. 4 & 5 – O’Neill |
<table>
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<th>Session</th>
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<tr>
<td>9</td>
<td><strong>Writing programs for verbal behavior (4 hrs – fundamental elements of behavior change)</strong>&lt;br&gt;Tacts, mands, echosics, intraverbals, receptive&lt;br&gt;<strong>Quiz 7: Behavior Reduction</strong></td>
<td>Hall &amp; Sundberg (1998)&lt;br&gt;Parting and Bailey a (1993)</td>
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<td>10</td>
<td><strong>Writing Goals</strong>&lt;br&gt;Intervention (2.5 hrs – Intervention)&lt;br&gt;Goal writing&lt;br&gt;Observable and measurable terms&lt;br&gt;Determining how to use progress as indicator of performance&lt;br&gt;1.5 hrs ethics (4.0)&lt;br&gt;<strong>Quiz 8: VB programs</strong></td>
<td>Read ethics task list 4.0</td>
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<td>11</td>
<td><strong>Doing research and presenting</strong>&lt;br&gt;Ethics - 4 hrs&lt;br&gt;<strong>Quiz 9: writing goals</strong></td>
<td>Read ethics task list: 6.0, 8.0, 9.0&lt;br&gt; O’Neill – Ch. 4</td>
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<tr>
<td>12</td>
<td><strong>Being a BCaBA</strong>&lt;br&gt;Implementation, management, and supervision – 1.75 hrs&lt;br&gt;Ethics 10.0 (2.5 hrs)&lt;br&gt;<strong>Quiz 10: doing research and presenting</strong>&lt;br&gt;<strong>Homework- Take home FINAL- due by next class</strong></td>
<td>Read ethics task list 10.0</td>
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<tr>
<td>13</td>
<td><strong>Presentation</strong>&lt;br&gt;Intervention – 4.0 hrs</td>
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