

**Psychology 8576**  
**BEHAVIOR ANALYSIS & INTERVENTION**  
**UNO, Fall 2020**

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**Time & Location:** Tuesdays/Thursdays, 2:30-3:45pm  
Arts & Sciences Hall 392

**Required Course Readings:**

- Cipani, E. (2018). *Functional behavioral assessment, diagnosis, and treatment* (3<sup>rd</sup> ed.). New York, NY: Springer Publishing Company.
  
- Other readings as assigned (Available on Canvas)

**Course Description:**

PSYC 8576 is an introductory course in applied behavior analysis for graduate students in school psychology and related fields. The course is required for all school psychology graduate students, including those in the Applied Behavior Analysis MA Program. The content of the course is focused on the assessment and management of student behavior in the context of instructional environments through the use of applied behavioral analytic principles and procedures. Through a combination of several different instructional approaches, including directed readings, field-based experiences, case-based activities, in-class discussions, lectures, and self-reflections, this course will enhance students' understanding of behavioral principles and the ability to apply these to school-based settings. Examples utilized throughout the course focus primarily on children with developmental and behavioral disabilities. Topics include behavioral assessment methods, functional understanding of behavior, experimental analysis of behavior, and ethical and legal issues associated with applied behavior analysis.

**UNO School Psychology Program Training Objectives and Student Learning Outcomes:**

Based on the UNO School Psychology Program's philosophy, students are trained according to the 10 domains of training and practice set forth by the National Association of School Psychologists (NASP). The specific action steps and student learning outcomes that correspond to each objective and that directly relate to the teaching, content, and goals of this course are indicated below.

**Objective 1. Data-based Decision Making**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will demonstrate a framework for evaluating the effectiveness of their own behavioral interventions (i.e., single-subject design) and interventions designed or carried out collaboratively with others.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> </ul>
Students will evaluate empirical support for behavioral intervention programs and use that evaluation to select or modify appropriate programs to meet the needs of classroom teachers.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> </ul>
Students will describe and implement methods for assessing and measuring behavior.	<ul style="list-style-type: none"> <li>• Case Activities</li> </ul>

**Objective 2. Consultation and Collaboration**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Using effective professional development and teaching strategies, students will consult with classroom teachers to modify or implement behavioral intervention programs.	<ul style="list-style-type: none"> <li>• Service Learning Project</li> </ul>

**Objective 4. Mental and Behavioral Health Services and Interventions**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will develop and evaluate behavior support plans.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> </ul>
Students will discuss and implement procedures of applied behavior analysis for managing or changing challenging behaviors in the context of classrooms.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Classroom Observation Summaries</li> <li>• Service Learning Project</li> </ul>
Students will discuss and implement procedures for increasing student-centered behavior change through the use of function-based interventions, self-management and cognitive-based procedures.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> <li>• Classroom Observation Summaries</li> </ul>

**Objective 5. School-Wide Practices to Promote Learning**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will articulate the theory and principles of applied behavior analysis as these relate to classroom teaching and management of student behaviors.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> <li>• Classroom Observation Summaries</li> </ul>
Students will discuss and implement procedures of applied behavior analysis for structuring classroom and school environments to facilitate academic and behavioral success.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Classroom Observation Summaries</li> <li>• Service Learning Project</li> </ul>

**Objective 6. Services to Promote Safe and Supportive Schools**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will understand the concept and characteristics of behavior disorders and other social/emotional/behavioral concerns in children.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> </ul>

**Objective 8. Equitable Practices for Diverse Student Populations**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will read and discuss information about applied behavior analysis and behavior change relative to students from diverse backgrounds.	<ul style="list-style-type: none"> <li>• Classroom Observation Summaries</li> <li>• Service Learning Project</li> </ul>
Students will learn and write about techniques for working with students with developmental and behavioral disabilities.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Classroom Observation Summaries</li> </ul>
Through the applied learning project, students will interact with students and teachers from diverse backgrounds and will select and implement strategies based on their unique needs.	<ul style="list-style-type: none"> <li>• Service Learning Project</li> </ul>

**Objective 9. Research and Evidence-Based Practice**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will demonstrate skill in reviewing and interpreting the research base behind behavioral principles and interventions to determine the merit of using such principles and interventions.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> <li>• Classroom Observation Summaries</li> </ul>

**Objective 10. Legal, Ethical, and Professional Practice**

<b>Student Learning Outcome</b>	<b>Product Required from Course to Demonstrate Learning Outcome</b>
Students will read and understand classic and contemporary readings relative to applied behavior analysis.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Service Learning Project</li> </ul>
Students will learn about legal and ethical issues and engage in legal and ethical behavior related to confidentiality and the use of applied behavior analysis techniques for behavior change.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Classroom Observation Summaries</li> <li>• Service Learning Project</li> </ul>
Students will engage in self-reflection as a method for understanding the procedures and outcomes of applied behavior analysis in classrooms and behavioral intervention implementation.	<ul style="list-style-type: none"> <li>• Case Activities</li> <li>• Classroom Observation Summaries</li> <li>• Service Learning Project</li> </ul>

### **BACB Information**

This course is part of the UNO/MMI Verified Course Sequence (VCS) approved by the Behavior Analyst Certification Board (BACB). Students completing all courses in the VCS are eligible to sit for the examination for Board Certification in Behavior Analysis (BCBA).

This course is designed to specifically meet the objectives of the BCBA Task List (5<sup>th</sup> edition) in the areas of “Behavior Assessment,” “Behavior-Change Procedures,” and “Selecting and Implementing Interventions”. Specifically, this includes:

30 hours of instruction in the following areas of Behavior Assessment:

- F-01 Review records and available data (e.g., educational, medical, historical) at the outset of the case.
- F-02 Determine the need for behavior-analytic services.
- F-03 Identify and prioritize socially significant behavior-change goals.
- F-04 Conduct assessments of relevant skill strengths and deficits.
- F-05 Conduct preference assessments.
- F-06 Describe the common functions of problem behavior.
- F-07 Conduct a descriptive assessment of problem behavior.
- F-08 Conduct a functional analysis of problem behavior.
- F-09 Interpret functional assessment data.

15 hours of instruction in the following areas of Behavior-Change Procedures:

- G-1 Use positive and negative reinforcement procedures to strengthen behavior.
- G-2 Use interventions based on motivating operations and discriminative stimuli.
- G-3 Establish and use conditioned reinforcers.
- G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
- G-5 Use modeling and imitation training.
- G-6 Use instructions and rules.
- G-7 Use shaping.
- G-8 Use chaining.
- G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.
- G-10 Teach simple and conditional discriminations.
- G-11 Use Skinner’s analysis to teach verbal behavior.
- G-12 Use equivalence-based instruction.
- G-13 Use the high-probability instructional sequence.
- G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).
- G-15 Use extinction.
- G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
- G-17 Use token economies.
- G-18 Use group contingencies.
- G-19 Use contingency contracting.
- G-20 Use self-management strategies.
- G-21 Use procedures to promote stimulus and response generalization.
- G-22 Use procedures to promote maintenance.

And the following areas of Selecting and Implementing Interventions:

- H-1 State intervention goals in observable and measurable terms.
- H-2 Identify potential interventions based on assessment results and the best available scientific evidence.
- H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.

- H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
  - H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.
  - H-6 Monitor client progress and treatment integrity.
  - H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
  - H-8 Make data-based decisions about the need for ongoing services.
  - H-9 Collaborate with others who support and/or provide services to clients.
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### Class Format:

Class time will consist of lecture, discussions, small group activities, and independent work time. Students are responsible for all reading assignments. Please come prepared to take good notes and **read the assigned chapters and articles before coming to class!**

### Course Policies:

- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Make-up assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the absence. **Unexcused late assignments will result in a deduction of 10% of earned points per day the assignment is late** up to a maximum of 50% of points deducted (remember...emailing assignments as an attachment is a viable option for handing in assignments on time).
- I realize that Covid may throw ALL of us curveballs. In-class participation is preferred; however, in the event that you are unable to attend class in person due to illness or quarantine, I will make every effort to allow you to connect to class via Zoom. If you are using Zoom, please make every effort to focus on class and participate in discussion.
- I want to be accessible to students! My office door is usually open and I check email regularly throughout the week. However, I have a family (and small kids), so there are times I need to unplug. During weekdays, you can expect your emails will be answered within 24 hours. Over the weekend, however, I may not answer your email until Monday.
- Please DO NOT ask the instructor for his personal notes if you miss class. If you must miss class, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email. *Please notify the instructor if you need to miss class.*
- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be TURNED OFF so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify the instructor prior to class. In addition to turning off cell phones, please refrain from checking email, text messages, or social networking sites during class time. Not only is it very distracting to the instructor and to the other students who are participating actively in the class, but it interferes with your learning and participation.

- General class information, announcements, and most readings will be posted online on Canvas. Any Powerpoints, assignment guidelines, and grades also will be posted on Canvas. You should check email and Canvas for announcements regularly!
- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for service learning and applied activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.
- Participation in class activities and discussions is encouraged and expected. **Ask questions!** In the event you disagree with ideas presented by others, please refrain from any negative comments, but please **do** feel comfortable offering your ideas. Class members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning. You may note there is no participation grade for this course. As a graduate level class, participation is expected from all students. Please come prepared to class having read and reacted to the readings so you may fully participate in the conversation. Participating in class is practicing a vital skill for school psychologists who are expected to talk in groups, ask and answer questions, and stand up for themselves and their opinions.
- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing course grade, to expulsion from the program. ANY instances of plagiarism or other misconduct may be reported to the Program Director, Department Chair, Dean, Assistant Vice Chancellor for Student Affairs, and the registrar. Furthermore, a record of the event will be placed in the student's graduate file. Depending on the situation, there may be consequences imposed by your degree program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at <http://www.indiana.edu/~istd/>. **Students should be aware that ALL assignments are subject to a check for plagiarism using the internet and/or plagiarism detection software.**
- As with other courses in the school psychology program, there is a strict policy prohibiting sharing course materials with students in other cohorts! Do not ask third-years students for their materials, and do not share your materials with first-years students!
- I want to facilitate the learning of all students in the class. Accommodations are provided for students who are registered with Accessibility Services and make their requests sufficiently in advance. For more information, contact Accessibility Services (MSBC 111, Phone: 554-2872, TTY: 554-3799) or go to the website: <https://www.unomaha.edu/student-life/inclusion/disability-services/index.php>. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact the instructor with any special requests or accommodations. In addition, if at any time there are specific issues or concerns related to your performance in class, please address these with the instructor as soon as possible.
- The course policies can be summed up by the following expectations:

- Be Responsible
- Be Professional
- Be Academic

If you abide by these expectations, you will be successful in this class.

### Evaluation Procedures:

This course will employ multiple opportunities for students to demonstrate their knowledge. Given the focus on enhancing thinking and professional decision-making, these activities are open-ended and applied in nature (rather than objective or test-based).

- **Exams (65% of final grade)**

- Two class sessions will be devoted to in-class Case Activities. Case activities will consist of discussion and analysis of written cases related to course topics. There also will be a written component to each case activity that is completed outside of class time.
  - Case Activity #1 (**Oct. 8<sup>th</sup>**) will address defining target behaviors, establishing a measurement strategy, and outlining procedures for completing a functional behavioral assessment, as well as classroom management and positive behavior support strategies. Case Activity #1 is worth **40%** of the Exam grade and its written summary is due **Oct. 15<sup>th</sup>**.
  - Case Activity #2 (due **Dec. 15<sup>th</sup>**) will further address your understanding of behavior and behavior management. In addition, the case activity will address the entire process related to functional behavioral assessment - from problem identification to intervention development and evaluation, including the development of behavior intervention plans. This final case activity is worth **50%** of the Exam grade. It will be distributed to the class on Dec. 1st and is due in class on **Dec. 15<sup>th</sup>**.
- One quiz will be included as part of the Exam grade. The quiz will be given **Nov. 24<sup>th</sup>** and will cover behavioral principles and terminology covered in class. It will largely consist of multiple-choice questions, and will be worth **10%** of the Exam grade.

- **District FBA Procedures Presentation (10% of final grade)**

Students will each be assigned a school psychologist or behavioral consultant in the metro area to interview about their district's FBA policies, procedures, and paperwork. Students should develop a list of questions (which should include those listed below) to gain an understanding of current practices in that district. A written summary will be submitted and information will be presented to the class. If multiple students are assigned to the same district, they may present as a team. At a minimum, students will talk about each of the following:

- Who does FBAs in the district?
- When is an FBA required?
- What methods are typically included in the FBA?
- How often are FBAs/BIPs reviewed?

In addition, please bring a copy of the FBA/BIP forms to show the class. Be prepared for approximately 10 minutes per team/district. Presentations are scheduled for **Oct. 29<sup>th</sup>**.

- **Case Vignette (25% of final grade)**

In previous years, this course included a service learning component in which students would conduct an FBA and design behavioral recommendations for a real student demonstrating challenging behaviors. Unfortunately, because of Covid19, this project is not possible this year.

Instead, students will be divided into small groups to complete a case vignette project. Each group will be responsible for developing a detailed vignette representing a real case of a student demonstrating challenging behavior and a school psychologist’s work to assess and treat that behavior. Components are described below.

Component	Description	Due Date & Points	
Case history	<p>A thorough and detailed case history of the student should be developed. At a minimum, this should include:</p> <ul style="list-style-type: none"> <li>• Child’s age and grade level</li> <li>• Any medical or educational diagnoses</li> <li>• Educational history, including any past challenging behaviors and attempts to remediate.</li> <li>• Referral information (i.e., who referred the student to you and why)</li> </ul>	<p>Note: While not required, students are highly encouraged to include supporting video(s) of the fictional target student. These may be found on YouTube, Vimeo, or other video sharing apps.</p>	
Operational Definition(s)	<p>An operational definition of the student’s problem behavior(s) should be developed. This assignment also requires a description of the information on which the operational definitions are based. For instance, did this come exclusively from an interview with the teacher(s) or parent(s)? Were direct observations done? Include copies of any interview notes or observation records.</p>		<p>9/22 (15 points)</p>
FBA	<p>A thorough and defensible FBA for the target student should be conducted. This should include:</p> <ul style="list-style-type: none"> <li>• A functional interview with the student’s teacher. Include a copy of the interview</li> <li>• A minimum of three structured observations of problem behavior using SDO (method matched to target behavior) to determine baseline levels of problem behavior(s). Include observation sheets.</li> <li>• A minimum of three observations for function, with descriptive analysis. Include observation sheets.</li> <li>• A developed hypothesis of behavioral function.</li> <li>• Discussion of appropriate replacement behavior.</li> <li>• Consideration of appropriate experimental method to test hypothesized function.</li> <li>• A graph representing behavioral levels to date.</li> </ul>		<p>10/6 (15 points)</p>
Consultation and Recommendations	<p>Following completion of the FBA, students should detail their meeting with the student’s teacher to present results and make recommendations. Include the following:</p> <ul style="list-style-type: none"> <li>• Intervention recommendations                         <ul style="list-style-type: none"> <li>○ Antecedent-based strategies</li> <li>○ Consequence-based strategies</li> </ul> </li> <li>• Description of consultation strategies used (e.g., modeling and coaching). How did the teacher respond?</li> </ul>	<p>11/3 (20 points)</p>	
		<p>11/17 (20 points)</p>	



	<ul style="list-style-type: none"> <li>• How did your plan incorporate teacher strengths and preferences? How were these assessed?</li> <li>• Plan for progress monitoring.</li> </ul> Plan for assessment of treatment integrity.	
Treatment Integrity & Progress Monitoring	In this assignment, an update on student progress should be included. Are interventions being implemented with integrity? How do you know? Is the student’s behavior improving? Include a copy of observation records and an updated graph.	12/3 (15 points)
Final Case Presentation	Students will present their case vignette to the class. Students should include case conceptualization, brief case history, data from FBA, recommended intervention strategies, implementation fidelity, progress monitoring data, and future prognosis. Presentations should be 15-20 minutes.	12/10 (15 points)

**Grading:**

The following criterion-referenced grading scale will be used for determining your final grade. There are 250 points possible. To calculate your grade at any time, divide your total points by the total number of points available up to that date, and refer to the percentages/grades below:

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
99-100%	A+	87-89%	B+	77-79%	C+
93-98%	A	83-86%	B	73-76%	C
90-92%	A-	80-82%	B-	70-72%	C-
<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>		
67-69%	D+	Below	F		
63-66%	D	60%			
60-62%	D-				

Note: School Psychology students must maintain at least a B average in all classes, with no grade below a C in order to remain in the program. See the Program Handbook and Graduate School policies for more information.

**Daily Topics and Assignments:**

<b>Week:</b>	<b>Date:</b>	<b>Topics</b>	<b>Activities/Readings/Assignments Due:</b> [*Article is available on Canvas]
1	8/25	Syllabus and course overview Pretest Intro to ABA	
	8/27	Intro to ABA (cont.) Behavioral Concepts	*Association of Professional Behavior Analysts (2017). <i>Identifying Applied Behavior Analysis Interventions</i> . *Normand, M. P. (2008). Science, skepticism, and applied behavior analysis. <i>Behavior Analysis in Practice</i> , 1(2), 42-49. *DeVita-Raeburn, E. (2016, August 11). Is the most common therapy for Autism cruel? *Baer, D. M., Wolf, M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of Applied Behavior Analysis</i> , 1, 91-97.
2	9/1	ABA Concepts - Reinforcement - Behavioral functions - Discriminative stimuli - Motivating conditions	<b>Cipani, Chapter 1</b>  *Iovanonne, R., Anderson, C.M., & Scott, T.M. (2013). Power and control: Useful functions or explanatory fictions? <i>Beyond Behavior</i> , 22, 3-6.
	9/3	Behavior Assessment: Traditional vs FBA	*Sterling-Turner, H.E., Robinson, S.L., & Wilczynski, S.M. (2001). Functional assessment of distracting and disruptive behaviors in the school setting. <i>School Psychology Review</i> , 30, 211-226
3	9/8	Sources of data in behavior assessment - Indirect - Direct	*Dufrene, B.A., Kazmerski, J.S., & Labrot, Z. (2017). The current status of indirect functional assessment instruments. <i>Psychology in the Schools</i> , 54, 331-350. *Briesch, A. M., Volpe, R. J., & Floyd, R. G. (2018). <i>School-based observation: A practical guide to assessing student behavior</i> . Guilford Press. (Chapters 1-3)
	9/10	(cont.)	
4	9/15	MTSS for Behavior Tier 1	*Hulac, D. M., & Briesch, A. M. (2017). <i>Evidence-based strategies for effective classroom management</i> . New York: Guilford Press. (Chapters 2-4) *Sprick, R., Knight, J., Reinke, W., & McKale, T. (2006). <i>Coaching classroom management: Strategies and tools for administrators and coaches</i> . Eugene, OR: Pacific Northwest Publishing. (chapters 5 & 6) *Allday, R. A. & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. <i>Journal of Applied Behavior Analysis</i> , 40, 317-320.
	9/17	Tier 2	*Hershfeldt, P. A., Rosenberg, M. S., & Bradshaw, C. P. (2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. <i>Beyond Behavior</i> , 12-21. *Hulac, D. M., & Briesch, A. M. (2017). <i>Evidence-based strategies for effective classroom management</i> . New York: Guilford Press. (Chapters 5-6) *Bruhn, A. L., McDaniel, S. C., Rila, A., & Estrapala, S. (2018). A step-by-step guide to Tier 2 behavioral progress monitoring. <i>Beyond Behavior</i> , 27, 15-27. *Klingbeil, D.A., Dart, E.H., & Schramm, A.L. (2018). A systematic review of function-modified check-in/check-out. <i>Journal of Positive Behavior Interventions</i> .
5	9/22	Behavioral Functions & Motivating Conditions (Tier 3)	<b>Cipani, Chapter 3</b>  <b>Case Vignette Project: Case history DUE!</b>

	9/24	Conducting FBAs Operational definitions	
6	9/29	FBA Descriptive analyses	<b>Cipani, Chapter 2 (pp 35-61)</b>
	10/1	Preference assessments & reinforcer assessments	*Weaver, A.D., McKeivitt, B.C., & Farris, A.M. (2017). Using multiple-stimulus without replacement preference assessments to increase student engagement and performance. <i>Beyond Behavior</i> , 26, 5-10. VanDerHeyden, A.M. (2014). Best practices in can't do/won't do academic assessment. In P. Harrison & A. Thomas (Eds.), <i>Best practices in school psychology: Data-based and collaborative decision making</i> (pp. 305-316). Bethesda, MD: National Association of School Psychologists.
7	10/6	Intro to experimental methods	<b>Cipani, Chapter 2 (pp 61-89)</b> <b>Case Vignette Project: Operational Definition DUE</b>
	10/8	<b>Case Activity #1: Defining and Measuring Behavior, Identifying Functions</b>	
8	10/13	FA & TBFA	*Bloom, S.E., Lambert, J.M., Dayton, E., & Samaha, A.L. (2013). Teacher-conducted trial-based functional analyses as the basis for intervention. <i>Journal of Applied Behavior Analysis</i> , 46, 208-218. *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. <i>Journal of Applied Behavior Analysis</i> , 24, 509-522.
	10/15	SA & COA	*Losinski, M., Maag, J.W., Katsiyannis, A., Ryan, J.B. (2015). The use of structural behavioral assessment to develop interventions for secondary students exhibiting challenging behaviors. <i>Education and Treatment of Children</i> , 38, 149-174. <b>Case Activity #1 Written Summary DUE!</b>
9	10/20	<b>No Class – Fall Break</b>	
	10/22	Review Case Activity Ask me anything!	
10	10/27	Role plays & practice	
	10/29	FBA Report Writing	*Collins, L.W., & Zirkel, P.A. (2017). Functional behavior assessments and behavior intervention plans: Legal requirements and professional recommendations. <i>Journal of Positive Behavior Interventions</i> , 19, 180-190. *Farmer, R.L., & Floyd, R.G. (2016). An evidence-based, solution-focused approach to functional behavior assessment report writing. <i>Psychology in the Schools</i> , 53, 1018-1031. <b>Students present FBA procedures &amp; paperwork from participating districts.</b>
11	11/3	Behavioral Consultation	*Butler, T.S., Weaver, A.D., Doggett, R.A. & Watson, T.S. (2002). Countering teacher resistance in behavioral consultation: Recommendations for the school-based consultant. <i>The Behavior Analyst Today</i> , 3, 282-288. *Noell, G.H. & Witt, J.C. (1998). Toward a behavior analytic approach to consultation. In T.S. Watson & F.M. Gresham (Eds.), <i>Handbook of child behavior therapy</i> (pp. 41-57). New York: Plenum Press. <b>Case Vignette Project: Functional Behavioral Assessment DUE</b>
	11/5	Intro to BSP/BIPs  The Competing Pathways Model	<b>Cipani, Chapter 4</b> *McKenna, J.W., Flower, A., Falcomata, T., Adamson, R. M. (2017). Function-based replacement behavior interventions for students with challenging behavior. <i>Behavioral Interventions</i> , 32, 379-398.

12	11/10	Antecedent control: Setting events & EO's Stimulus control	<p>*Iovannone, R., Anderson, C., &amp; Scott, T. (2017). Understanding setting events: What they are and how to identify them. <i>Beyond Behavior</i>.</p> <p>*Laraway, S., Snyckerski, S., Michael, J., &amp; Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. <i>Journal of Applied Behavior Analysis</i>, 36, 407-414.</p> <p>*Matheson, A.S. &amp; Shriver, M.D. (2005). Training teachers to give effective commands: Effects on student compliance and academic behaviors. <i>School Psychology Review</i>, 34, 202-219.</p>
	11/12	Teaching new behavior	<p>*Radley, K.C., Jenson, W.R., Clark, E., &amp; O'Neill, R.E. (2014). The feasibility and effects of a parent-facilitated social skills training program on social engagement of children with autism spectrum disorders. <i>Psychology in the Schools</i>, 51(3), 241-255.</p>
13	11/17	Increasing & Maintaining Behavior  Schedules of Rx  Differential Rx	<p>*Akin-Little, K.A., Eckert, T.L., Lovett, B.J., &amp; Little, S.G. (2004). Extrensic reinforcement in the classroom: Bribery or best practice. <i>School Psychology Review</i>, 33, 344-362.</p> <p>*Lannie, A.L. &amp; McCurdy, B.L. (2007). Preventing disruptive behavior in the urban classroom: Effects of the Good Behavior Game on student and teacher behavior. <i>Education &amp; Treatment Of Children</i>, 30(1), 85-98.</p> <p>*Riley, J.L., McKeivitt, B.C., Shriver, M.D., &amp; Allen, K.D. (2011). Increasing on-task behavior using teacher attention delivered on a fixed-time schedule. <i>Journal of Behavioral Education</i>, 20, 149-162.</p> <p>*Wallace, M.A., Cox, E.A., &amp; Skinner, C.H. (2003). Increasing independent seatwork: Breaking large assignments into smaller assignments and teaching a student with retardation to recruit reinforcement. <i>School Psychology Review</i>, 32, 132-142</p> <p><b>Case Vignette Project: Consultation &amp; Recommendations DUE</b></p>
	11/19	Decreasing Behavior  Punishment and extinction	<p>*Epstein, J.H., Doke, L.A., Sajwaj, T.E., Sorrell, S., &amp; Rimmer, B. (1974). Generality and side effects of overcorrection. <i>Journal of Applied Behavior Analysis</i>, 7, 385-390.</p> <p>*Maag, J.W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. <i>Exceptional Children</i>, 67, 173-186.</p> <p>*Skiba, R.J. et al. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. <i>School Psychology Review</i>, 40, 85-107.</p>
14	11/24	Generalization & Maintenance	<p>*Stokes, T. F. &amp; Baer, D. M. (1977). An implicit technology of generalization. <i>Journal of Applied Behavior Analysis</i>, 10, 349-367.</p> <p><b>Quiz!</b></p>
	11/26	<b>No Class – Thanksgiving Break</b>	
15	12/1	Social Validity  Treatment Integrity	<p>* Common, E.A., &amp; Lane, K.L. (2017). Social validity assessment. In J.K. Luiselli (Ed.), <i>Applied Behavior Analysis Advanced Guidebook</i> (pp. 73-92). San Diego, CA: Academic Press.</p> <p>*Hagermoser Sanetti, L.M., Collier-Meek, M., Long, A., Byron, J., &amp; Kratochwill, T.R. (2015). Increasing teacher treatment integrity of behavior support plans through consultation and implementation planning. <i>Journal of School Psychology</i>, 53, 209-229.</p> <p>*Witt, J.C., VanDerHeyden, A.M., &amp; Gilbertson, D. (2004). Troubleshooting behavioral interventions: A systematic process for finding and eliminating problems. <i>School Psychology Review</i>, 33, 363-383.</p>
	12/3	Discipline and Special Education Programming for Behavior	<p>*Anderson, C.M. &amp; Kincaid, D. (2005). Applying behavior analysis to school violence and discipline problems: Schoolwide positive behavior support. <i>The Behavior Analyst</i>, 28, 49-63.</p> <p>*Bradshaw, C.P., Mitchell, M.M., &amp; Leaf, P.J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes. <i>Journal of Positive Behavior Interventions</i>, 12, 133-148.</p> <p>*Etscheidt, S. (2006a). Behavioral intervention plans: Pedagogical and legal analysis of issues. <i>Behavioral Disorders</i>, 31, 223-243.</p>

			*Etscheidt, S. (2006b). Seeking an interim alternative education placement for dangerous or disruptive students with disabilities: Four burdens for the school district to meet. <i>American Secondary Education</i> , 34, 67-84. <b>Case Vignette Project: Treatment Integrity &amp; Progress Monitoring DUE</b>
16	12/8	Seclusion and Restraint	*Council for Children with Behavior Disorders (2009). The use of physical restraint procedures in school settings. Available online at <a href="http://www.ccbd.net">www.ccbd.net</a> . *Council for Children with Behavior Disorders (2009). The use of seclusion in school settings. Available online at <a href="http://www.ccbd.net">www.ccbd.net</a> . *Ryan, J.B., Peterson, R.L., & Rozalski, M. (2007). State policies concerning the use of seclusion timeout in schools. <i>Education and Treatment of Children</i> , 30, 215-239.
	12/10	<b>Case Vignette Project Final Case Presentations</b>	
17	12/15	<b>Case Activity #2 DUE: Putting it All Together (Discussion)</b> <b>Service Learning Project Final Case Presentations (cont.)</b>	

Note. This syllabus is subject to mid-course revisions. Such revisions will be negotiated as a class, but the final decisions about any changes are left to the instructor.