Psychology 8576
BEHAVIOR ANALYSIS & INTERVENTION
UNO, Fall 2018

Instructor: Adam Weaver, Ph.D.
Office: Arts & Sciences Hall, 347T
Phone: 402.554.3848
Office hours: T (9-11) & Th (9-11)
Email: adamweaver@unomaha.edu

Time & Location: Tuesdays/Thursdays, 1:00-2:15
Roskens Hall 305

Required Course Readings:
- 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 behavior analysis principles and procedures. Through a combination of several different instructional approaches, including directed readings, field-based observations, applied learning activities, 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, antecedent control strategies, behavioral instruction, reinforcement and punishment, behavior generalization, 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 following broad objectives throughout their coursework. The specific action steps that correspond to each objective and that directly relate to the teaching, content, and goals of this course are indicated in parentheses after the objectives and student learning outcomes. In addition, the program adheres to the training standards set forth by the National Association of School Psychologists (NASP). NASP standards are incorporated into the program’s training objectives and actions and are listed in brackets behind the appropriate action step.
1. Students will acquire the knowledge and skills represented in the scientist-practitioner model of school psychology (Objective 9).

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Product Required from Course to Demonstrate Learning Outcome</th>
</tr>
</thead>
</table>
| Students will read and understand classic and contemporary readings relative to applied behavior analysis. | • Case Activities  
  • Service Learning Project |
| 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. | • Case Activities  
  • Service Learning Project  
  • Classroom Observation Summaries |
| 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. | • Case Activities  
  • Service Learning Project |
| Students will articulate the theory and principles of applied behavior analysis as these relate to classroom teaching and management of student behaviors. | • Case Activities  
  • Service Learning Project  
  • Classroom Observation Summaries |
| 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. | • Case Activities  
  • Service Learning Project |

2. Students will acquire the knowledge and skills to become data-based problem-solvers for individual, group, and systems-level issues (Objectives 1, 2, 4, 5, 6)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Product Required from Course to Demonstrate Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>Students will describe and implement methods for assessing and measuring behavior. (Objective 1)</td>
<td>• Case Activities</td>
</tr>
</tbody>
</table>
| Students will discuss and implement procedures of applied behavior analysis for structuring classroom and school environments to facilitate academic and behavioral success. (Objectives 4 & 5) | • Case Activities  
  • Classroom Observation Summaries  
  • Service Learning Project |
| Students will discuss and implement procedures of applied behavior analysis for managing or changing challenging behaviors in the context of classrooms. (Objective 4) | • Case Activities  
  • Classroom Observation Summaries  
  • Service Learning Project |
| 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. (Objective 4) | • Case Activities  
  • Service Learning Project  
  • Classroom Observation Summaries |
| Using effective professional development and teaching strategies, students will consult with classroom teachers to modify or implement behavioral intervention programs. (Objective 2) | • Service Learning Project |
| Students will develop and evaluate behavior support plans. (Objectives 4 & 5) | • Case Activities  
  • Service Learning Project |
| Students will understand the concept and characteristics of behavior disorders and other social/emotional/behavioral concerns in children. (Objective 6) | • Case Activities  
  • Service Learning Project |

3. Students will practice in a respectful and sensitive manner when addressing the needs of individuals from diverse backgrounds (Objective 8)
Student Learning Outcome | Product Required from Course to Demonstrate Learning Outcome
--- | ---
Students will read and discuss information about applied behavior analysis and behavior change relative to students from diverse backgrounds. | • Classroom Observation Summaries  
• Service Learning Project

Students will learn and write about techniques for working with students with developmental and behavioral disabilities. | • Case Activities  
• Classroom Observation Summaries

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. | • Service Learning Project

4. Students will become reflective practitioners and productive contributors to the profession and will behave in accordance with ethical, legal, and professional guidelines. (Objective 10)

Student Learning Outcome | Product Required from Course to Demonstrate Learning Outcome
--- | ---
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. | • Case Activities  
• Classroom Observation Summaries  
• Service Learning Project

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. | • Case Activities  
• Classroom Observation Summaries  
• Service Learning Project

Applied Behavior Analysis MA Program
This course is part of the Applied Behavior Analysis Practitioner Program for students seeking a Master of Arts Degree in Psychology with a concentration in Applied Behavior Analysis. This program is a joint effort between the UNO Psychology Department and the Munroe-Meyer Institute of the University of Nebraska Medical Center. Students completing this program are eligible to sit for the examination for Board Certification in Behavior Analysis (BCBA) and will have obtained necessary prerequisites for Provisional License as a Mental Health Practitioner. This course should be considered an introductory applied behavior analysis course and as such includes an overview and some application of the following BACB (Behavior Analyst Certification Board) tasks (from the BACB 4th Edition Task List):

**Client-Centered Responsibilities**

**A. Identification of the Problem**
A-01 Review records and available data (steps include ID client, receive request, ID referral problem, behavioral rating scales, checklists, interviews).
A-02 Consider biological variables that may be affecting the client.
A-03 Conduct a preliminary assessment of the client in order to identify the referral problem.
A-04 Explain behavioral concepts using everyday language (lay terms).
A-05 Describe and explain behavior, including private events, in behavior analytic (non-mentalistic) terms.
A-06 Provide behavior analysis services in collaboration with others who support and/or provide services to one’s clients.
A-07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.
A-08 Determine and make environmental changes that reduce the need for behavior analysis services.

**B. Measurement**
B-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
B-02 Select a schedule of observation and recording periods.
B-03 Select a data display that effectively communicates quantitative relations.
B-04 Evaluate changes in level, trend, and variability.
B-05 Evaluate temporal relations between observed variables (within & between sessions, time series).

C. Assessment
C-01 Define behavior in observable and measurable terms.
C-02 Define environmental variables in observable and measurable terms.
C-03 Design individualized behavioral assessment procedures.
C-04 Design measurement of existing behavior-environment relations.
C-05 Design assessment procedures that alter environmental antecedents.
C-06 Design assessment procedures that alter environmental consequences.
C-07 Design assessment procedures that alter both environmental antecedents and consequences.
C-08 Organize, analyze and interpret observed data.
C-09 Make recommendations regarding behaviors that must be established, maintained, increased or decreased.
C-10 Identify motivators (preference and choice assessments, observations).
C-11 Conduct reinforcer assessments.
C-12 Repeat assessments based on ongoing data evaluation.

D. Intervention
D-01 State desired intervention outcomes in observable and measurable terms.
D-02 Identify potential intervention strategies based on assessment results and the best available scientific evidence.

Make recommendations and selections regarding intervention strategies and treatment outcomes based on:
D-03 task analysis
D-04 client preferences
D-05 current repertoires
D-06 supporting environments
D-07 environmental and resource constraints
D-08 social validity
D-09 Identify and address practical and ethical considerations when using experimental designs to demonstrate treatment effectiveness.
D-10 When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
D-11 Program for stimulus and response generalization.
D-12 Program for maintenance.
D-13 Select behavioral cusps as goals for intervention.
D-14 Arrange instructional procedures to promote generative learning.
D-15 Interpret and base decision-making on data displayed in various formats.

E. Implementation, Management and Supervision
E-01 Provide for ongoing documentation of behavioral services.
E-02 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.
E-04 Design and use effective performance monitoring and reinforcement systems.
E-05 Design and use systems for monitoring procedural integrity.
E-07 Evaluate the effectiveness of the program.
E-09 Secure the support of others to maintain the clients’ behavioral repertoires in their natural settings.

Basic Behavior Analytic Skills Measurement
M-01 Measure frequency (i.e., count).
M-02 Measure rate (i.e., count per unit time).
M-03 Measure duration.
M-04 Measure latency.
M-06 Measure percent of occurrence.
M-08 Determine the level of inter-observer agreement.
M-09 Evaluate the accuracy and reliability of measurement procedures.
M-10 Design, plot and interpret data using equal-interval graphs.
M-11 Design, plot and interpret data using a cumulative record to display data.
M-12 Design and implement discontinuous observational methods (e.g., partial & whole interval, momentary time sampling).
M-13 Design and implement choice measures.
M-14 Design and implement continuous observational measurement.
M-15 Design and implement event records.

Experimental Design
X-02 Review relevant literature and interpret articles from the behavior analytic literature.

Fundamental Elements of Behavior Change
TE-01 Use positive and negative reinforcement.
TE-02 Use appropriate parameters and schedules of reinforcement.
TE-03 Use prompts and prompt fading.
TE-04 Use modeling and imitation.
TE-05 Use shaping.
TE-06 Use chaining.
TE-07 Use task analysis.
TE-15 Use positive and negative punishment.
TE-16 Identify and use punishers.
TE-17 Use appropriate parameters and schedules of punishment.
TE-18 Use extinction.
TE-19 Use combinations of reinforcement, punishment & extinction.
TE-20 Use response-independent (time-based) schedules of reinforcement.
TE-21 Use differential reinforcement (i.e., DRH, DRA, DRI, DRL, DRO).

Specific Behavior Change Procedures
TP-01 Use interventions based on antecedents, such as: contextual or ecological variables, motivating operations, and discriminative stimuli.
TP-02 Use discrimination training procedures.
TP-03 Use instructions and rules.
TP-04 Use contingency contracting (e.g., behavioral contracts).
TP-05 Use independent, interdependent and dependent group contingencies.
TP-10 Use the Premack principle.
TP-11 Use pairing procedures to establish new conditioned reinforcers (e.g., people, tokens, praise, activities).
TP-12 Use errorless learning procedures.

Behavior Change Systems
TS-01 Use self-management strategies.
TS-02 Use token economy procedures and other conditioned reinforcement systems (e.g., TAG Teach).
TS-03 Use Direct Instruction.
TS-07 Use functional communication training procedures

Foundational Knowledge Accompanying the BACB Fourth Edition Task List
Define and provide examples of:
F-13 respondent relations (US, UR)
F-14 respondent conditioning (CS, CR)
F-15 operant conditioning
F-17 unconditioned reinforcement
F-18 conditioned reinforcement
F-19 unconditioned punishment
F-20 conditioned punishment
F-21 schedules of reinforcement and punishment
F-22 extinction
F-23 automatic contingencies (conditioning occurring in the absence of contrived contingencies)
F-24 stimulus control (Sdelta/S-, Sd/S+)
F-31 behavioral contingencies
F-33 functional relations
F-35 stimulus discrimination
F-36 response generalization
F-37 stimulus generalization

Measurement Concepts
F-47 State the advantages and disadvantages of using continuous measurement procedures and discontinuous measurement procedures (e.g., partial- and whole-interval recording, momentary time sampling).
F-48 Identify the measurable dimensions of behavior (e.g., rate, duration, latency, or inter-response times).
F-49 Evaluate changes in level, trend, and variability.
F-50 Evaluate temporal relations between observed variables (within & between sessions, time series).

In addition to the tasks listed above, this course allocates a certain number of hours pertaining to each BACB course requirement:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Ethical and Professional Conduct</td>
<td>3</td>
</tr>
<tr>
<td>Concepts and Principles of Behavior Analysis</td>
<td>9</td>
</tr>
<tr>
<td>Measurement (including data analysis)</td>
<td>2</td>
</tr>
<tr>
<td>Experimental Design</td>
<td>1</td>
</tr>
<tr>
<td>Identification of the Problem &amp; Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Fundamental Elements of Behavior Change &amp; Specific Behavior Change Procedures</td>
<td>6</td>
</tr>
<tr>
<td>Intervention &amp; Behavior Change Considerations</td>
<td>6</td>
</tr>
<tr>
<td>Behavior Change Systems</td>
<td>3</td>
</tr>
<tr>
<td>Implementation, Management &amp; Supervision</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

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 5% 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 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 (45% 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. 4th) 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. 11th.
    - Case Activity #2 (due Dec. 11th) will further address your understanding of proactive ways to prevent problem behavior from occurring and skill instruction. 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 support plans. This final case activity is worth 50% of the Exam grade and is due in class on Dec. 11th.
  - One quiz will be included as part of the Exam grade. The quiz will be given Nov. 20th 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 (7% of final grade)**
Students will share/report in class on the FBA procedures and paperwork in their assigned districts. If multiple students are assigned to the same district, they may present as a team. Students will talk about 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 form and BIP form to show the class. Be prepared for approximately 10 minutes per team/district. Presentations are scheduled for **Oct. 2nd**.

• **General Education Classroom Observation (8% of final grade)**
A general education classroom observation will be conducted by students in the course. Guidelines for the observation will be distributed and explained in class. The observation should last at least an hour. Your summary and reflection of the Classroom Observation is due on **Nov. 20th**.

• **Service Learning Project/Portfolio (40% of final grade)**
In order to gain a “real world” perspective on course topics, students will be matched with a school psychologist or behavior consultant and a classroom teacher from a school within the greater Omaha/Council Bluffs metro area. The school psychologist/behavior consultant will select a school-age student for the PSYC 8576 student to observe throughout the semester. The purpose of these observations will be (1) to practice observation and assessment techniques on a “real” student with challenging behaviors; (2) to view various antecedent and consequence strategies in action; and (3) to recommend, and possibly model, changes to existing behavior support plans based on observations. This project includes approximately 15-25 (or an average of 1-2 hours per week) hours of on-site observations and meetings with the school psychologist/behavior consultant and classroom teacher.

School psychologists-in-training will need to visit with the supervising school psychologist/behavior consultant at least once prior to Sept. 13, and follow up at regular intervals to provide data and receive feedback.

Specific activities associated with this project are described below (more specific guidelines will be distributed in class):

1. **Operational Definition of Behavior:** Learn about target student behavior, observe classroom and student anecdotally, develop operational definition of target behavior (Completed by **Sept. 25; 10 points**).
2. **Functional Behavioral Assessment:** Complete structured observation of problem behavior using direct observation and ABC recording, complete FBA interview with teacher, develop hypothesis about function (Completed by **Nov. 1; 20 points**).
3. **Data Sharing & BIP Recommendations:** Review observation data with school psychologist/behavior consultant and/or teacher, review current behavior intervention plan, make recommendations based on FBA as needed (Completed by **Nov. 13; 15 points**).
4. **Treatment Integrity & Progress Monitoring:** Observe implementation of antecedent strategies, behavioral skill instruction, and consequence-based strategies. Observe target behavior,
monitor student progress, and make recommendations if needed (Completed by Nov. 29; 20 points).

5. **Final Evaluation and Case Report:** Wrap up project; observe target behavior and complete graph(s), final evaluation of student progress, final evaluation of project, prepare brief case presentation and case report (Completed by Dec. 6; 25 points).

6. **LOGS:** Students are required to log their service learning hours each week. At each benchmark listed above, students should submit a log of their hours to that point of the project. Logs should include the number of hours and a short description of activities conducted (Completed on an ongoing basis; 10 points).

For each activity, students are required to write a reflection paper that describes their observations, specific outcomes of the activity (e.g., operational definition, FBA summary), empirical support for observations and recommendations (when applicable) and what they learned as a result of the activity. Any materials used or developed for the project (e.g., FBA forms, behavior intervention plans, progress monitoring data) should be attached to the reflection papers. Reflection papers and accompanying materials will be incorporated into a portfolio that students will use to showcase their work on the service learning project. Participation in the service learning project activities and completion of the Service Learning Project Portfolio are worth 100 points towards your final grade (specific point allocations for each activity are listed above). Your final portfolio is due on Dec. 6th but specific components should be handed in earlier (as indicated on the course schedule). Due dates can be flexible as needed due to events beyond students’ control; however, you must communicate with the instructor when something about the project is not going as intended.

Because of the sensitive and confidential nature of working in a school setting with children from the community, all students enrolled in this course must (1) pass a background check and (2) sign a confidentiality agreement. Students must adhere to school procedures for visitors and may not, under any circumstances, engage in physical contact with a school-age student.

**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:

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Activities/Readings/Assignments Due:</th>
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<tbody>
<tr>
<td>Aug. 21</td>
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<tr>
<td><strong>Week 1</strong></td>
<td>Intro to ABA (cont.)&lt;br&gt;Behavioral Concepts</td>
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<td>Aug. 23</td>
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</tbody>
</table>
| **Week 2** | ABA Concepts<br>- Reinforcement<br>- Behavioral functions<br>- Discriminative stimuli<br>- Motivating operations | *Cipani, Chapter 1 (pp. 1-14)*  
| Aug. 28    |                                             |                                      |
| **Week 2** | (Continued)                                 |                                      |
| Aug. 30    |                                             |                                      |
| **Week 3** | Classroom Management & Effective Instruction                                              | *Gettinger, M. & Miller, K. (2014). Best practices in increasing academic engaged time. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Student level services* (pp. 19-34). Bethesda, MD: National Association of School Psychologists.  
| Sept. 4    |                                             |                                      |
| Sept. 6    |                                             |                                      |
| Sept. 11   |                                             |                                      |
| Sept. 13   |                                             |                                      |
*VanDerHeyden, A.M. (2014). Best practices in can’t do/won’t do academic assessment. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: Data-based and collaborative decision making* (pp. 305-316). Bethesda, MD: National Association of School Psychologists.* |
| Sept. 18   |                                             |                                      |
| Week 6  | Sept. 25 | Back to Function: Cipani vs the World | Cipani, Chapter 3  
Service Learning Project: Operational Definition of Behavior DUE 9/25 |
| Week 6  | Sept. 27 | **No Class – NSPA Fall Conference** |
| Week 7  | Oct. 4  | **Case Activity #1: Defining and Measuring Behavior, Identifying Functions** |
Students present FBA procedures & paperwork from participating districts. |
| Week 8  | Oct. 11 | More Experimental Methods | Case Activity #1 Written Summary DUE 10/11 |
| Week 9  | Oct. 16 | **No Class – Fall Break** |
| Week 9  | Oct. 18 | Checking in on Service Learning Ask me anything! Review Case Activity #1 |
| October 30 | (Continued)                                | Service Learning Project: Functional Behavioral Assessment DUE 11/1 |  
|          |                                             |                                  | Service Learning Project: Data Sharing & BIP Recommendations DUE 11/13  
| Week 13  | Nov. 15                                     | (Continued)                    |  
| Week 14  | Nov. 20                                     | Discussion of Classroom        | Quiz!  
|          |                                             | Observations                  | Classroom Observation DUE 11/20  
| Week 14  | Nov. 22                                     | No Class – Thanksgiving Break  |  
| Week 14  | Nov. 22                                     | No Class – Thanksgiving Break  |  

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<tr>
<th>Week 15</th>
<th>Social Validity Treatment Integrity</th>
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<th>Week 15</th>
<th>Checking in on Service Learning</th>
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| Nov. 29 | Service Learning Project: Observing Treatment & Progress Monitoring  
  DUE 11/29 |

| Week 16  | Ethical and Legal Considerations with ABA  
  PBIS  
  Discipline and Special Education Programming for Behavior |
|---------|---------------------------------------------------------------|

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<tr>
<th>Week 16</th>
<th>Service Learning Project Final Case Presentations</th>
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| Week 17  | Case Activity #2 DUE: Putting it All Together (Discussion)  
  Service Learning Project Final Case Presentations (cont.) |
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**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.