

Applied Behavior Analysis: Assessments and Interventions

SEDP 625.C90/ CRN 33567

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Office Location: Rehabilitation Research and Training Center, Room 102

Preferred Communication: Email

Course Location: VCU Oliver Education Room 3085

Meeting Times: Mondays, 7:30 p.m. – 10:00 p.m.

Dates: January 9, 2017 – April 10, 2017

Office Hours: By appointment

Course Description

Lecture 3 hours; 3 credits.

Pre- or corequisite: SEDP 621. Expands on basic content of applied behavior analysis and teaches how to implement behavioral procedures and develop behavioral programs for individuals with fundamental and socially relevant behavioral needs. In this course, participants will learn how to implement behavioral assessments, select and develop intervention procedures, and compose instructions for implementation.

Course Purpose

This program is designed to teach students how to develop and implement behavioral programs based on data and assessments that increase positive skills and reduce interfering behavior in real life environments while maintaining ethical and responsible programming. All content and assignments in this course will be aligned with the standards of the Behavior Analyst Certification Board (BACB) and the Board's Guidelines for Responsible Conduct (www.bacb.com). Students who meet the degree requirements, complete 270 classroom hours of graduate level instruction in the program, and meet the experience requirements are eligible to sit for the national Board Certified Behavior Analyst (BCBA) exam.

Course Format

The VCU Blackboard (BB) course management system will be used for this course. Please be sure to check BB for assignments, materials, and announcements during the course of the semester. Students are individually responsible for accessing the system.

Learning activities include the following:

- Lecture and discussion of content.
- Video and media for learning.

- Independent reading assignments.
- Individual learning opportunities.
- Applied learning activities.
- Supplemental learning material via Blackboard.

Attendance Policy

All students are expected to arrive on time, remain present, and actively participate during class. If a student is absent, the student will need to consult with other students regarding missed content and materials. Students attending class sessions from home are expected to have the video and audio capabilities turned on throughout the duration of the entire class unless prior arrangements are made with the instructor.

Policy on Use of Electronic Devices

All computers, cell phones, iPads, recording equipment, and devices similar to any of these must be turned off and put away during class unless being used for course purposes.

Late Work Policy

Late work will NOT be accepted. In cases of emergency, please see the Instructor with proper documentation to discuss individual circumstances.

Standard VCU Information and Policies

Campus emergency information

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive VCU text messaging alerts. Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for additional emergency information.
- Know the emergency phone number for the VCU Police (828-1234).
- Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

Class registration required for attendance

Students may attend only those classes for which they have registered. Faculty may not add students to class rosters or Blackboard. Therefore, if students are attending a class for which they have not registered, they must stop attending.

Honor System: upholding academic integrity

The VCU Honor System policy describes the responsibilities of students, faculty and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to this policy, "Members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty, ethics and integrity at all times." In addition, "To support a commitment to the Honor System, all members of the VCU community are required to:

- Adhere to the Honor System policy and its procedures;
- Report any suspicion or knowledge of possible violations of the Honor System;
- Answer truthfully when called upon to do so regarding Honor System matters;
- Maintain appropriate confidentiality regarding related to Honor System matters."

More information can be found at in the [VCU policy library](#).

Important dates

You can view important dates for the semester in the [academic calendar](#).

Managing stress

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus), University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Wellness Resource Center (804-828-9355). 24 hour emergency mental health support is available by calling 828-1234 and asking to speak to the on-call therapist or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

Mandatory responsibility of faculty members to report incidents of sexual misconduct

It is important for students to know that all faculty members are mandated reporters of any incidents of sexual misconduct/violence (e.g., sexual assault, sexual exploitation and partner or relationship violence). This means that faculty cannot keep information about sexual misconduct/violence confidential if you share that information with them and they must report this information immediately to the university's Title IX Coordinator. In addition, department chairs, deans, and other unit administrators are required to report incidents of sex or gender-based discrimination to the university's Title IX Coordinator. Once a report is made, you will receive important information on your reporting options, on campus and off campus resources and remedial measures such as no-contact directives, residence modifications, and academic modifications. If you would prefer to speak with someone confidentially for support and to discuss your options for reporting, contact:

- VCU's Wellness Resource Center 804.828.9355 | myoptions@vcu.edu | thewell.vcu.edu
- Greater Richmond Regional Hotline (Community program) 804.612.6126 | 24-hour hotline
- VCU's Counseling Services 804-828-6200

For more information on how to help, please [click here](#). The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination, can be found in the [VCU policy library](#). For more information about the University's Title IX process, please visit equity.vcu.edu.

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student conduct in the classroom

According to the [Faculty Guide to Student Conduct in Instructional Settings](#), "The University is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones should be turned off while in the classroom. The Student Code of Conduct also prohibits the possession of or carrying of any weapon. For more information see <http://register.dls.virginia.gov/details.aspx?id=3436>.

Student email policy

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety at the [VCU Policy Library](#).

Student financial responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

Students representing the university – excused absences

Students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "academic adjustments" or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must register with the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the [Disability Support Services website](#) and/or the [Division for Academic Success website](#) for additional information.

Once students have completed the DSS registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official DSS accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the [Student Services Center](#) at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.

Course Requirements

Course Assignments and Grades

Your grade will be based on the following items:

- 10 Discussion Posts (5 points each)
To complete this portion of your grade, you will need to read the discussion question posted by your Instructor in Blackboard. Then, provide a response directly answering the discussion question. Make sure your answer reflects the required reading material. Your instructor will provide feedback to the class regarding the discussion topic once all posts are completed. *You are encouraged to comment on other student's posts to facilitate discussion but this does not count toward your grade.*
- 8 Assignments (points vary)
During the semester, you will be responsible for completing 8 assignments that demonstrate application of principles learned in class. *Details for each assignment will be posted in Blackboard at the appropriate time in the semester.*
- 3 Final Projects (28 points each)
At the end of the semester, you will be need to complete 3 final projects to reinforce core concepts in the class. *Details for these projects will also be posted in Blackboard later in the semester.*

The point distribution of the above items are as follows:

Description	Points Possible	Total Possible Points
Discussion Board Posts	50	50
Assignment #1	10	60
Assignment #2	10	70
Assignment #3	10	80
Assignment #4	10	90
Assignment #5	30	120
Assignment #6	20	140
Assignment #7	10	150
Assignment #8	20	170
Final Project 1	28	198
Final Project 2	28	226
Final Project 3	28	254

Total Points = 254

Grading Scale

- A = 100-92%
- B = 91 -83%
- C = 82–74%
- D = 73-65%
- F = 64% and below

Required Textbooks and Materials

1. Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, New Jersey: Pearson Prentice Hall.
2. Sidman, M. (2001). *Coercion and its fallout*. Boston, MA: Authors Cooperative. ISBN 1-888-83001-8 SPED 643/ Applied Behavior Analysis: Assessments and Interventions
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3. Download a *Task List* (4th Ed.) and the *Professional and Ethical Compliance Code for Behavior Analysts* from the Behavior Analyst Certification Board’s website (www.bacb.com).

**Additional readings will be posted in Blackboard with the associated lessons marked on the syllabus.*

Semester Schedule

Date	Topics	Readings	Due Dates (by 7:30 pm)
1-9-17	Introduction & Review of Concepts	Course Syllabus	
1-16-17*	MLK Jr. Day – NO CLASS		
1-23-17	Assessment & Identification of Problem Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Record Review <input type="checkbox"/> Initial Interview <input type="checkbox"/> ABC Data <input type="checkbox"/> Interval Sampling 	<u>Sidman</u> Ch. 1 and 2 <u>Cooper et al. (2007)</u> pp. 501-504; pp. 506-509, and p. 510	Discussion Board # 1
1-30-17	Assessment & Identification of Problem Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Scatterplots <input type="checkbox"/> Graphing <input type="checkbox"/> Checklists <input type="checkbox"/> Administering & Interpreting Checklists 	<u>Sidman</u> Ch. 3, 4, and 5	Discussion Board # 2 Assignments 1 & 2
2-6-17	Assessment & Identification of Problem Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Functional Analysis <input type="checkbox"/> Interpreting Functional Analysis Data 	<u>Sidman</u> Sidman Ch. 6 and 7 <u>Cooper et al. (2007)</u> pp. 504-506 and p. 512	Discussion Board # 3 Assignments 3 & 4
2-13-17	Assessment & Identification of Problem Behavior <ul style="list-style-type: none"> <input type="checkbox"/> Discrete-trial Functional Analysis <input type="checkbox"/> Writing Functional Analysis Protocols 	<u>Sidman</u> Ch. 8	Discussion Board # 4 Assignment 5 (Part I)

<p>2-20-17</p>	<p>Assessment & Identification of Problem Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional Skill Assessments <input type="checkbox"/> Preference Assessment <input type="checkbox"/> Reinforcer Assessment <input type="checkbox"/> Normative Rate Studies 	<p><u>Sidman</u> Ch. 9 and 10</p>	<p>Discussion Board # 5</p> <p>Assignment 5 (Part II) & Assignment 6</p>
<p>2-27-17</p>	<p>Assessment & Identification of Problem Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional Assessment and Analysis in Schools 	<p><u>Sidman</u> Ch. 11 and 12</p>	<p>Discussion Board # 6</p> <p>Assignment 7</p>
<p>3-6-17* Spring Break – NO CLASS</p>			
<p>3-13-17</p>	<p>Intervention & Behavior Change Considerations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Competing Behavior Model <input type="checkbox"/> Selecting & Developing Intervention Procedures 	<p><u>Sidman</u> Ch. 13</p> <p><u>Cooper et al. (2007)</u> pp. 513-523; 486-496</p>	<p>Discussion Board # 7</p>
<p>3-20-17</p>	<p>Fundamental Elements of Behavior Change & Specific Behavior Change Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting, Developing, and Writing Procedures for Interventions <input type="checkbox"/> General Issues in Assessment and Intervention <p>*Work on Project 1</p>	<p><u>Sidman</u> Ch. 14 and 15</p>	<p>Discussion Board # 8</p> <p>Assignment 8</p>

3-27-17	Fundamental Elements of Behavior Change & Specific Behavior Change Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Developing, & Writing Intervention Procedures <input type="checkbox"/> Parent and Staff Training *Work on Project 2	<u>Sidman</u> Ch. 16	Discussion Board # 9 Final Project 1
4-3-17	Fundamental Elements of Behavior Change & Specific Behavior Change Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Selecting, Developing, and Writing Procedures for Interventions *Work on Project 3	<u>Sidman</u> Ch. 17	Discussion Board # 10 Final Project 2
4-10-17	Course Closure		Final Project 3

*Please do not hesitate to contact your Instructor at any point during the semester with questions or concerns.