

**CPSY 597 Practicum in Behavior Analysis
Fall 2009**

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Required Readings:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

Bailey, J.S., & Burch, M.R. (2005). *Ethics for behavior analysts: A practical guide to the behavior analyst certification board guidelines for responsible conduct*. New Jersey: Erlbaum Associates.

Journal articles related to individual project

Supplemental References:

Miltenberger, R.G. (2003). Behavior modification: Principles and Procedures. Belmont, CA: Wadsworth.

Martin, G., & Pear, J. (2006). Behavior modification: What it is and how to do it. New Jersey: Prentice Hall.

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). Applied Behavior Analysis. (2nd Ed.) Columbus: Merrill Publishing Co.

<http://www.apa.org/ethics/code.html> APA Ethical principles of psychologists and codes of conduct

Course Overview

Students will gain practical experience in the design and implementation of behavioral programs with individuals. All students will work in community-based agencies, attend and complete agency orientation, meet agency guidelines for volunteers and/or employees, and will be supervised by community agency and SCSU faculty.

Time Requirements

It is expected that this project will require approximately 5 to 6 hours of direct service per week at the agency. Time will vary depending on variables such as the severity of the behavior and type of intervention planned. Time working directly with the individual for the behavior change project is in addition to time needed for the 3 hours per week for the in-class component and time to complete assignments. Practicum time can be carried out during hours of employment as long as this is approved by the employer. Please plan accordingly.

Course Objectives

1. Complete orientation or in-service training required by the practicum site and follow all conduct codes and procedures regarding volunteering or working at the agency.
2. Describe ethical codes and standards for behavior analysts.
3. Obtain informed consent and maintain confidentiality rules as defined by agency and professional codes of conduct.
4. Describe the individual and behavior to be changed within the context of the family, team approach, person-centered planning, and the individual treatment program.
5. Review and utilize research related to the behavior to be changed.
6. Operationally define target behaviors.
7. Conduct a functional assessment.
8. Develop and utilize several data recording procedures and select the most efficient, reliable, and valid procedure.
9. Collect inter-observer reliability data during baseline and treatment phases.
10. Develop and implement a behavioral intervention procedure that is consistent with behavioral research and principles of behavior.
11. Select the best data display to effectively communicate progress.
12. Monitor the effectiveness of the behavioral intervention and make changes in the procedures as needed based on data.
13. Include behavior change procedures that will promote stimulus and response generalization and maintenance. Assess change and revise programs to maximize generalization and maintenance.
14. Provide project updates and summaries to the individual, parents/guardian, agency, other students in CPSY 597, and the instructor.

Practicum Assignments:

Students will complete case notes and email them weekly to the instructor and On-Site Supervisor. On-Site Supervisors should indicate approval via email. The behavioral intervention program is to be approved by the on-site supervisor and SCSU faculty member **before** implementation. It is in the best interest of students to keep up with the recommended time line for completing assignments, however, when attempting to change real behaviors with real people, uncontrollable things happen that may delay (or possibly speed up) the rate of completion. It is the responsibility of each student to inform the instructor immediately if any complication arises that may drastically affect pacing of the course. In addition, late assignments will lose 10% of points.

Assignments include the following:

1. Case notes emailed to the instructor and On-Site Supervisor. Emails are due on due dates. Late emails will result in grade reductions. On-Site Supervisors should indicate approval via email.
2. Complete Graphing with Excel problems.
3. Complete discussions on project and Bailey and Burch: Ethics for Behavior Analysts.
4. Complete quiz on publication standards of APA Publication Manual.

5. Complete agency orientation and letter of agreement from agency
6. Project permission from agency and parents/guardian or individual
7. Provide background information on individual and rationale as to why behavior change program is necessary.
8. Develop an operational definition of the behavior to be changed
9. Conduct a literature review regarding behavior to be changed – complete 5 article review sheets and turn in.
10. Conduct a functional assessment of the behavior.
11. Develop and implement data recording procedures and data display plan
12. Graph data collected during project
13. Collect Baseline data – minimum of 5 data points
14. Conduct 3 inter-observer reliability assessments during baseline
15. Develop a positive behavioral intervention plan- draft and revisions
16. Conduct 2 inter-observer reliability assessments during intervention
17. Evaluate intervention effectiveness and revise as warranted.
18. Provide project summary to the instructor and class for comments and feedback.
19. Incorporate instructor revisions and provide project summary to the individual, parents/guardian, and agency.
20. Complete 3 On-Site Practicum Supervisor Evaluations. Mail these to the faculty or scan the signed form and attach to an email.

Graphing with Excel

Students are required to complete graphing exercises using Graphing with Excel 5 graphing assignments are due and each will be scored in regards to completeness, accuracy, and interpretation.

Discussion:

Students will participate in the development and analysis of your project and also lead discussions regarding topics from Ethics for Behavior Analysts. A discussion grade based on quantity and quality will be given for each discussion. Group members should post often and early (e.g., post twice early during the discussion week and then reply at least once to everyone's postings). We will deduct points if a person joins in only near the deadline.

Grading will be based on:

Case notes (5 points for 12 case notes)	60
Discussion of project (5 points for 5 discussions)	25
Discussion of ethics for BA (5 points for 5 discussions)	25
Graphing with Excel (10 points for 5 graphs)	50
Project Assignments (10 points each for 15)	150
<u>Project Summary</u>	<u>200*</u>
Total	510

*** You must obtain a B grade on your paper to receive an A for the class.**

Course grades:

A = 90% of points

B = 80% of points

C = 70% of points
D = 60% of points

Note: Assignments are due on dates listed below.... Late assignments will result in a 10% response cost of point value. You may complete assignments early, however you must follow the order of assignments.

Course Evaluation

On the tool bar you can click survey and the course evaluation can be completed. Your answers are anonymous and we appreciate your feedback.

Contacting Instructors

Instructors have additional responsibilities and assignments. We have provided best guesses as to when to contact us via phone. We do read emails and will respond however there are times when we are out of town. We will respond as quickly as possible. We may also ask that you call us and will set up a time and date as needed. Please feel free to email and call.

Incompletes

University policy is that incompletes are given only when there are unusual extenuating circumstances. If you do not finish the course within the semester and receive an inadequate grade, you will be required to register for the class the next semester. Please review your current obligations to make sure that you can complete the course on time. **Please be aware that the last day to withdraw from a class can be found on-line at <http://www.stcloudstate.edu/registrar/>**

Practicum Summary/Write-Up

Papers should adhere to the guidelines in the Fifth Edition of the APA publication manual (APA, 2001). Be sure your paper does not include plagiarized segments. ***Any instances of plagiarism will result in a zero on your proposal and possible dismissal from the program.***

Prohibited Conduct (SCSU Student Handbook)

Academic dishonesty, including but not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructors' permission.

Behavior Analysis Certification Board - Code of Conduct

9.03 Authorship and Findings.

Behavior analysts do not present portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally, nor do they omit findings that might alter others' interpretations of their work or behavior analysis in general.

CPSY 597 Practicum Flow Chart

DATE	Assignment due	D2L
<p>Due dates are on Mondays You may turn assignments in early but will be penalized for late assignment</p>		<p>Headings in red correspond to forms you need to fill out. They are found on D2L</p>
Week 1 – by Mon. Jan. 12	Send Email to instructor Orientation Read Syllabus and all forms and requirements for Practicum Begin Graphing With Excel	
Week 2 – Mon. Jan. 19	Send Email to instructor Agency Orientation Submit Practicum Contract Read Bailey – Preface, ch 1-3, App.A Instructor forms practicum discussion groups	<p>Assignment 1. Practicum Contract</p>
Week 3 – Mon. Jan. 26	Send Case Note 1 Submit Informed Consent Submit Background Information First Week Case Notes Due Conduct Article Reviews for behavior change project. Discussion 1 postings due	<p>Assignment 2. Informed Parent Consent Assignment 3. Background Information form Case Note 1 Begin Article Reviews Discussion 1- Bailey – Preface, ch 1-3, Ch 14</p>
Week 4 – Mon. Feb. 2	Send Case Note 2 Submit 5 Article Reviews related to your project Discussion 2 postings due On-Site Supervisor Eval. Read Bailey – ch 4-7	<p>Assignment 4. 5 Article Review forms Discussion 2- Introduction Case Note 2</p>
Week 5 – Mon. Feb. 9	Send Case Note 3 Submit operational definition Discussion 3 postings due Graphing with Excel due	<p>Review Defining Behaviors on d2l Operational Definition Worksheet Case Note 3 On-Site Supervisor Evaluation 1 Discussion 3- Bailey – ch 4-7 Graphing with Excel Due</p>
Week 6 – Mon. Feb. 16	Send Case Note 4 Submit functional assessment using Anecdotal Record Forms (do 3 ABC observations)	<p>Anecdotal Record Forms (3) Reinforcement Questionnaire (or use agency form)</p>

Submit reinforcement questionnaire
Revise operational definition based on ABC recording and instructor feedback if necessary
Discussion 4 postings due
Submit Measurement Procedure Wksht

Revised Operational Definition Worksheet
Discussion 4- Definition
Case Note 4
Measurement Procedure Wksht

GET INSTRUCTOR APPROVAL BEFORE PROCEEDING WITH BASELINE!!!

Week 7 – Mon. Feb. 23

Send Case Note 5
Submit Baseline Data and Graph on appropriate data form (do 5 observations)
Submit Inter-observer reliability for Baseline
Discussion 5 postings due

Sample Observation forms
Reliability Worksheet Baseline
Discussion 5- Reliability
Case Note 5

Week 8 – Mon. March 2

Send Case Note 6
Submit draft of Behavioral Intervention plan
Discussion 6 postings due
Post Behavioral Intervention to discussion group and comment.
Read Bailey – ch 8-10

Behavior Program Review Wksht
Submit Behavioral Intervention Plan
Post Behavioral Intervention Plan
Case Note 6
Discussion 6 - Intervention
On-Site Supervisor Eval 2

Week 9 – Mon. March 9

Send Case Note 7
Submit revised Behavioral Intervention
Read Bailey – ch 11-13
Discussion 7 postings due

Submit Revised Behavioral Intervention
Case Note 7
Discussion 7- Bailey – ch 8-10

GET INSTRUCTOR APPROVAL BEFORE PROCEEDING WITH INTERVENTION!!!

Week 10 – Mon. March 16

Send Case Note 8
Implement behavioral Intervention

Discussion 8 postings due
Read Bailey – Appendix C

Intervention Reliability Worksheet for 2 of 5 intervention sessions
Case Note 8
Discussion 8- Bailey – ch 11-13

Week 11 – Mon. March 23

Send Case Note 9
Implement behavioral Intervention
Discussion 9 postings due

Case Note 9
Discussion 9- Bailey – Appendix C

Week 12 – Mon. March 30

Send Case Note 10
Implement behavioral Intervention

No discussion
Case Note 10

Week 13 – Mon. April 6

Send Case Note 11
Implement behavioral Intervention

Discussion 10- Results
Case Note 11

Week 14 – Mon. April 13

Send Case Note 12

Case Note 12

Submit Project Summary to instructor **On Site Supervisor Eval 3**
Use Grading Criteria and as guideline!!!

Week 15 – Mon. April 20

Course Evaluations (click on Survey)

Course Evaluation

Submit Project Summary to Agency and
Parents after feedback from instructor.

Paper will be mailed back to you with comments after the class ends.

Flow chart of worksheets due for CPSY 597

The purpose of the practicum is to have you actually do the things you have read about and/or have asked others to do. We outlined the steps involved in developing an effective behavioral intervention program and added a few other requirements along the way. The intent was to provide feedback (faculty and cohorts) to you along the way to help with situations and issues as they arise. Example, when completing the operational definition you are asked to complete the operational definition worksheet and share the results with your group. Feedback from previous courses indicated that while you may have had a perfectly clear concise definition..... others were not as clear, could not discriminate examples and non-examples of the behavior, you may have used labels rather than descriptions of the behavior, the behavioral definition did not pass the “dead person” test, the behavior of concern was different than the behavior measured, etc. This is precisely what we intended.... It is much more difficult to do than to read about.

So to help clarify the process (please read the syllabus and note the due dates for items) the following is provided. The Parentheses indicate the content module where the forms may be found.

1. Case notes - These are to be completed by the deadlines (see case notes form in D2L). This documentation provides information regarding what you did during the week, issues that may have arisen, and demonstrates that you have been working on the project.
2. Practicum Contract (**Practicum Contract 5.1**) – This is to be submitted to document the agency is aware that you are completing a project for the class and outlines responsibilities for each party. This can be submitted the first week of the class.
3. Parent/guardian consent (**Informed Consent 6.1**) – Before developing a behavioral intervention, parents/guardians need to provide their consent for the development, implementation, and presentation of the behavioral program. Parental/guardian consent must be provided before beginning any data collection procedures.
4. Background information (**Background Information 7.1**) – Before developing a behavioral program it is necessary to gather appropriate background information (what has worked, what hasn't) and provide rationale for why it is important to develop a behavioral program. This information should be provided before or when you submit your operational definition.
5. Article Review forms (**Article Review Sheet 4.1**) – Why reinvent the wheel? Take a look in the literature as to what others have done to change the target behavior. You may find a better definition, more efficient data recording procedures, intervention procedures that are easier to use, or that there are

problems with maintenance and generalization, etc. The purpose of going to the literature is to see what others have tried and the advantages and disadvantages of these procedures.

6. Operational definition worksheet (Defining Behaviors 9.5) – To assist in the development of an operational definition, a variety of questions must be answered. This sheet guides you to think about the relevant dimensions of the behavior to be changed and suggest possible data recording procedures. This is to be submitted to the group and faculty member prior to collecting data to assist in developing a tentative operational definition.
7. Graphing with Excel (Graphing with Excel and Graphing with Excel Exercise) – The purpose of this exercise is to teach you how to graph single-subject data using Excel. This is an important professional skill to acquire.
8. Anecdotal ABC Recording (3 required)(Data Recording Forms 11.2) – The purpose of the ABC assessment is to observe the person in the natural setting to identify antecedents and consequences related to the terminal behavior. This also assists in reviewing the operational definition of the behavior, are you recording the correct behavior or the appropriate dimension of the behavior. For example, one person was recording the number of verbal outbursts during work. After observing the consumer, it became apparent that the behavior that was of more importance was that the person continually left their workstation and would “visit” with other staff and consumers. As a result, the operational definition of the behavior was changed from “verbal outbursts” to “working at their work station”. Taking ABC records are a critical step in validating the operational definition, identifying competing antecedents and consequences of the target behavior, and change “assumptions” into data. The ABC records are to be submitted before you begin the actual baseline of the terminal behavior.
9. Measurement Procedure form (Data Recording 11.1)– Putting it all together. You have developed an operational definition, possibly revised it, looked at antecedents and consequences of the behavior, and now it is time to put it to task. Can you develop an effective and efficient data recording procedure that provides valid and reliable data. Answer the questions to clarify the data recording procedures to be used during baseline and intervention. The Measurement Procedure Form should be submitted before baseline data is collected.
10. Reinforcement Questionnaire (Reinforcement 12.1) – When teaching new behaviors, it is necessary to provide positive reinforcement. Too often we do not provide choices in reinforcement and many of the things we “assume” to be reinforcing are in fact neutral consequences. The reinforcement questionnaire is to provide you and your staff with alternative ideas as to possible reinforcers. We provided two different samples of reinforcement questionnaires. You can complete a reinforcement questionnaire at the same time as you are developing your operational definition, completing the ABC recording, and during baseline. Ask yourself this question, “Would you prefer to choose your reinforcer or would you like us to give you one?” Most of us would prefer to choose, the same applies to the consumers we work with. Unfortunately we tend to forget this basic principle and provide “reinforcers” based upon assumption, availability, and suggestion rather than by choice. A choice is only a choice if you have alternatives. **YOU NEED TO HAVE INSTUCTOR APPROVAL BEFORE YOU BEGIN BASELINE.**
11. Collect Baseline (Data Recording Forms as appropriate 11) – Using the data recording procedures developed, collect a minimum of 5 baseline sessions. Baseline is done without prompts or reinforcement and should provide a measure of the target behavior in the natural setting. This data is used to validate the operational definition, measure the behavior before intervention, suggest a behavioral intervention strategy, and documents program effectiveness. If you are using a positive reinforcement program the behavior should increase... without baseline data you have no idea if the behavior is increasing. If the behavior is not increasing then we can troubleshoot as to why this is

happening (Program Strategy Worksheet). It is necessary to collect baseline data, graph the data, collect reliability during baseline, **BEFORE** you begin your intervention.

12. Reliability worksheet for Baseline (Reliability and Graphing 13.5) – Collect interobserver reliability for 3 baseline data sessions. Reliability allows us to determine whether the change in behavior is due to the intervention or due to spurious data recording. If two observers do not agree on the occurrence and non-occurrence of the behavior we have no idea as to whether the change in behavior is due to intervention or due to errors in data recording. Would you prefer the officer use a radar/laser speed detector or guess what your speed is? If the consumer does a sufficient amount of the behavior would you prefer this to be an accurate measurement or a guess to determine when reinforcement should be delivered?
13. Behavior Intervention Plan (Behavior Intervention Plan 14.1) – **YOU NEED TO HAVE INSTRUCTOR APPROVAL BEFORE YOU BEGIN INTERVENTION.** A good behavioral intervention is written in a manner that anyone should be able to read and implement the procedures. Consistency in implementation is the number one reason why behavioral programs do not work. The lack of consistency can be directly traced to staff not knowing what to do when the behavior occurs and what to do when the behavior does not occur. The Behavior Intervention Plan is designed to guide you in how to write clear and concise behavioral intervention programs that can be implemented in a consistent manner.
14. Implement the behavioral program – Not as easy as you thought, what about when this occurs, I didn't know he would do this, etc. During the intervention you will run into unanticipated situations, keep track of these and contact the instructor. But now is the time to put your knowledge to the test, run the program and see what happens.
15. Reliability Worksheet for 2 intervention sessions (Reliability and Graphing 13.6) – Reliability does not begin and end during baseline. To demonstrate target behavior change is due to intervention rather than spurious data recording, it is necessary to collect inter-observer reliability data during intervention. The Reliability Worksheet that was used during baseline has space for you to enter reliability observations during intervention. Are you getting the same level of reliability or is it different from baseline? If so, you need to review your operational definition of the target behavior.
16. Program Strategy Worksheet (Program Strategy 14.2) – This is to be used after you have provided intervention for 10 training sessions. Are things working? Yes, then continue with the program. If things aren't working then review the Program Strategy Worksheet to help identify possible problem areas and solutions to these problems.
17. Project Summary to Group – Hey, tell others what you did, share the information with your colleagues, get their feedback, and give feedback to others. See Grading Criteria for Practicum Project form.
18. Project Summary to Instructor – Before it is the finished project, feedback and suggestions will be provided by your instructor. How to write up a journal article to share your results with the world. Yes we are behaviorists and yes we really are that picky... **See Grading Criteria for Practicum Project.** We will provide feedback on your work. **NOTE DUE DATE ON SYLLABUS!!!!** We can't provide feedback unless you give us time to do so. If you miss the deadline for submission you may not complete all course requirements by the end of the semester, i.e., revisions to your project.
19. Project Summary to Agency and Parents – After you receive feedback from the instructors you will make revisions to your paper and then provide a copy to the parents and agency to document your good work.
20. Course Evaluation – Yes we do listen and make revisions, however it is necessary for you to tell us what worked and what didn't. You will need to submit a course evaluation.

The forms for CPSY 597 are listed below in the recommended order to be turned in. Everything that is underlined indicates something that needs to be faxed or e-mailed to the instructor.

1. Practicum contract
2. Parent/guardian informed consent
3. Case notes – note due dates
4. Discussions – as posted, note due dates
5. Background information
6. Article review forms for 5 articles related to behavior to be changed
7. Operational definition worksheet
8. Anecdotal ABC Recording (do 3)
9. Reinforcement questionnaire
10. Measurement Procedure Form
11. Start Baseline – do 5 total Graph of baseline data and data recording forms. (YOU NEED TO HAVE INSTRUCTOR APPROVAL BEFORE YOU BEGIN BASELINE.)
12. Reliability worksheet for 3 baseline sessions
13. Behavior Intervention Plan (GET INSTRUCTOR APPROVAL BEFORE STARTING INTERVENTION)
14. Write up Behavior Intervention Plan
15. Do intervention Graph of intervention data and data recording forms – turn in for each week of intervention
16. Reliability worksheet for 2 intervention sessions
17. Program Strategy worksheet (do if you need to change your intervention? this analysis form will provide a format for problem solving)
18. Project Summary to group (post on d2l) See Grading Criteria for Practicum Project form
19. Project Summary to instructor
20. Project Summary to agency, parents (after you get feedback from instructor)
21. Course Evaluation