

SAMPLE SYLLABI: Note CHANGES to content, texts, requirements and dates may occur

CPSY 634 Behavioral Assessment

Instructor: Dr. John Rapp
Office: Education Building, A 261
Office Hours: I check e-mail a few times a day. If you want to set up a time to meet or call me, let me know via e-mail.

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Readings

All of the articles and chapters are available on D2L. Many of the articles also contain discussion questions.

- See webpage for Behavior Analysis Board Certification Guidelines for Responsible Conduct <http://bacb.com>
- See APA Ethical principles of psychologists and codes of conduct <http://www.apa.org/ethics/code.html>

Course Overview

A hallmark of behavior analysis is precise recording of specific behaviors and making decisions based on frequent observation and monitoring of behavior. Martin and Pear (2003), define behavioral assessment as “the collection and analysis of information and data in order to identify and describe target behavior, identify possible causes of the behavior, select appropriate treatment strategies to modify the behavior, and evaluate treatment outcome.”

Course Objectives

- Identify measurable dimensions of behavior
- Select appropriate data collection methods
- Become familiar with direct and indirect methods for assessing problem behavior
- Become familiar with methods for assessing behavioral or skills deficits
- Develop behavior changes plans based on data collected from relevant assessments
- Become familiar with methods for conducting staff and parent training
- Acquire a greater awareness of developing areas in Behavior Analysis

Quizzes

All quizzes will be proctored at approved sites. Quizzes will be given approximately every 2 weeks and are worth 10 points each. Quizzes are in short

answer and brief essay format. Study guide questions are provided at the end of most of the articles to help you prepare for quizzes. It is strongly recommended that you complete the study questions and discuss them with classmates in study groups or on-line.

Discussion of Readings

Students will be placed in discussion groups with a different student discussion leader each week. I will be discussion leader during the model discussion. I'll assign groups and leaders for subsequent discussions. Students will post at least three "quality" responses to weekly discussion questions. The discussion leader will start the discussion by posting a question on each designated discussion day. The leader should keep the discussion going by commenting and posting additional questions during the discussion. Discussion questions can be drawn from the Study Questions or any other course materials/assignments, or from behavioral assessment issues from your professional work. A discussion grade based on quantity and quality will be given by the instructor at mid-term and at the end of the term.

Research proposals: You will submit a research proposal (see due date on the schedule) focusing on one or more aspects of assessment or treatment covered in the course. The proposal should be a 7 to 9 page "protocol," which will include:

- Statement of purpose with citations to key literature,
- Method section specifying essential procedures,
- Brief discussion of anticipated findings (including Figures and Tables), and
- Reference list.

Papers should adhere to the guidelines in the Fifth Edition of the APA publication manual (APA, 2001). The proposals will be graded on a 30-pt scale (25 for content, 5 for style). Be sure that 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.

Grading will be based on:

- 7 Quizzes (10 pts each) 70
- 14 Discussions (10 points per discussion) ~140
- Lead Discussions (20 points per discussion) varied
- Proposal (50 pts) 50

Total varied

Final course grades will be based upon the total points during the semester. Grades will be determined and distributed by the following criteria:

A= 90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

IMPORTANT!! Policy on late quizzes and assignments

Quizzes and papers must be postmarked by midnight your time of the quiz due date for full credit. If the quiz or paper is turned in/completed up to one week late (this includes the day after it was due), 25% will be deducted from your grade. The quiz or paper will not be accepted if more than one week late.

Deadlines for tests and assignments are marked in the Syllabus and in D2L.

You can complete the quizzes and paper earlier but not later. If you have travel plans for work, vacations, etc., you will need to complete assignments earlier, not later. The course is structured this way to prevent anyone from cramming course requirements into the week before the end of the semester. It takes time to thoroughly understand and synthesize material. In order to truly do justice to the material, it's important to work at a steady pace. In order for me to give timely and relevant feedback that improves your learning, tests and assignments need to be turned in on time. Thus, I'm arranging contingencies to make it more likely that you will keep up.

NO INCOMPLETES. Your grade will be based on the work that is turned in by the deadline. If your grade is unsatisfactory, you will need to take the course over.

As you review the course schedule, mark due-dates on your calendar and create a study schedule for yourself. If you are an on-line student, treat your on-line course as if you were required to attend class in person. Set aside specified times to study and discuss readings, and to complete the assignments. If

possible, form study groups with cohort members in your area and meet regularly. Do not deviate from your study schedule. Build in frequent reinforcers for yourself and your study group for staying on track!

Course Schedule

CPSY 643

Week 1 (1/19/06-1/20/06)

Read syllabus and see “excel graphing” tutorial.

Week 2 (1/23/06-1/27/06)

Topic: Defining and measuring behavior.

Chapter 3 Selecting and defining target behavior (Cooper et al.)

Chapter 4 Measuring and recording behavior (Cooper et al.)

Chapter 5 Planning and directing observational procedures (Cooper et al.)

Chapter 6 Production and interpretation of graphic data displays (Cooper et al.)

Week 3 (1/30/06-2/3/06)

Topic: Data collection methods.

Gardenier, N. C., MacDonald, R., & Green, G. (2004). Comparison of direct observational methods for measuring stereotypic behavior in children with autism spectrum disorders. *Research in Developmental Disabilities, 25*, 99-118.

Harrop, A., & Daniels, M. (1986). Methods of time sampling: A reappraisal of momentary time sampling and partial interval recording. *Journal of Applied Behavior Analysis, 19*, 73-77.

Rapp, J. T., Carr, J. E., Miltenberger, R. G., Dozier, C. L., & Kellum, K. K. (2001). Using real-time recording to enhance analysis of within-session functional analysis data. *Behavior Modification 25*, 79-93.

*****Take Quiz 1 (due by 2/7/06)**

Week 4 (2/6/06-2/10/06)

Topic: Functional Assessment (Experimental Analyses)

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994).

Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27*, 197-209.

Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. *Journal of Applied Behavior Analysis, 28*, 561-576.

Week 5 (2/13/06-2/17/06)

Topic: Functional Assessment (Informant-Based Analyses)

Durand, V. M., & Crimmins, D. B. (1988). Identifying the variables maintaining self-injurious behavior. *Journal of Autism and Developmental Disorders*, 18, 99-117.

Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, 12, 349-360.

Matson, J. L., Bamburg, J. W., Cherry, K. E., & Paclawskyj, T. R. (1999). A validity study on the Questions About Behavioral Function (QABF) scale: Predicting treatment success for self-injury, aggression, and stereotypies. *Research in Developmental Disabilities*, 20, 163-176.

*****Take Quiz 2 (due by 2/21/06)**

Week 6 (2/20/06-2/24/06)

Topic: Descriptive Assessment

Anderson, C. M., & Long, E. S. (2002). Use of a structured descriptive assessment methodology to identify variables affecting problem behavior. *Journal of Applied Behavior Analysis*, 35, 137-154.

McKerchar, P.M. & Thompson, R. H. (2004). A descriptive analysis of potential reinforcement contingencies in the preschool classroom. *Journal of Applied Behavior Analysis*, 37, 431-444.

Hall, S. S. (2005). Comparing descriptive, experimental and informant-based assessments of problem behavior. *Research in Developmental Disabilities*, 26, 514-526.

Week 7 (2/27/06-3/3/06)

Topic: Behavior support plans and parent training.

Vollmer, T. R., Iwata, B. A., Zarcone, J. R., & Rodgers, T. A. (1992). A content analysis of written behavior management programs. *Research in Developmental Disabilities*, 13, 429-441.

Kuhn, S. A., Lerman, D. C., Vorndan, C. M. (2003). Pyramidal training for families of children with problem behavior. *Journal of Applied Behavior Analysis*, 36, 77-88.

Allen, K. D., & Warzak, W. J. (2000). The problem of parental nonadherence in clinical behavior analysis: Effective treatment is not enough. *Journal of Applied Behavior Analysis*, 33, 373-391.

*****Take Quiz 3 (due by 3/7/06)**

***Spring Break (3/6/06-3/10/06) Work on your paper!

Week 8 (3/13/06-3/17/06)

Topic: Assessment of behavioral skills and speech.

Lerman, D. C., Vorndan, C., Addison, L. & Kuhn, S. A. (2004). A rapid assessment of skills in young children with autism. *Journal of Applied Behavior Analysis, 37*, 11-26.

Lerman, D. C., Parten, M., Addison, L. R., Vorndan, C. M., Volkert, V., and Kodak, T. (2005). A methodology for assessing the functions of emerging speech in children with developmental disabilities. *Journal of Applied Behavior Analysis, 38*, 303-316.

Bourrett, J., Vollmer, T. R., & Rapp, J. T. (2004). Evaluation of a vocal mand assessment and vocal mand training procedures. *Journal of Applied Behavior Analysis, 129*-144.

Week 9 (3/20/06-3/24/06)

Topic: Stimulus Preference Assessment

Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. *Journal of Applied Behavior Analysis, 25*, 491-498.

DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. *Journal of Applied Behavior Analysis, 29*, 519-532.

Roane, H. S., Vollmer, T. R., Ringdahl, J. E., & Marcus, B. A. (1998). Evaluation of a brief stimulus preference assessment. *Journal of Applied Behavior Analysis, 31*, 605-620.

*****Take Quiz 4 (due by 3/28/06)**

Week 10 (3/27/06-3/31/06)

Topic: Motivational Operations

Michael, J. (2000). Implications and refinements of the establishing operation concept. *Journal of Applied Behavior Analysis, 33*, 401-410.

McGill, P. (1999). Establishing operations: Implications for the assessment, treatment, and prevention of problem behavior. *Journal of Applied Behavior Analysis, 32*, 393-418.

Iwata, B. A., Smith, R. G., & Michael, J. L. (2000). Current research on the influence of establishing operations on behavior in applied settings. *Journal of Applied Behavior Analysis, 33*, 411-418.

Laraway, S., Snyckerski, S., Michael, J., & Poling, A. (2003). Motivating operations and terms to describe them: Some further refinements. *Journal of Applied Behavior Analysis*, 36, 407-414.

Week 11 (4/3/06-4/7/06)

****Proposal Due by Friday (4/7/06) of this week! See policy above for late papers.**

Topic: Issues in Clinical Behavior Analysis

Miltenberger, R. G., Fuqua, R. W., & Woods, D. W. (1998). Applying behavior analysis to clinical problems: Review and analysis of habit reversal. *Journal of Applied Behavior Analysis*, 31, 447-469.

Friman, P. C., Hayes, S. C., & Wilson, K. G. (1998). Why behavior analysts should study emotion: The example of anxiety. *Journal of Applied Behavior Analysis*, 31, 137-156.

*****Take Quiz 5 (due by 4/11/06)**

Week 12 (4/10/06-4/14/06)

Topic: Assessment and treatment of clinical disorders using ABA.

DeLeon, I. G., Arnold, K. L., Rodriguez-Catter, V., & Uy, M. L. (2003). Covariation between bizarre and nonbizarre speech as a function of the content of verbal attention. *Journal of Applied Behavior Analysis*, 36, 101-104.

Friman, P. C. (2000). "Transitional objects" as establishing operations for thumb sucking: A case study. *Journal of Applied Behavior Analysis*, 33, 507-509.

Jones, K.M. & Friman, P.C. (1999). A case study of behavioral assessment and treatment of insect phobia. *Journal of Applied Behavior Analysis*, 32, 95-98.

Rapp, J. T., Vollmer, T. R., Hovanetz, A. (2005) Evaluation and treatment of swimming pool avoidance exhibited by an adolescent girl with autism. *Behavior Therapy*, 36, 101-105.

Week 13 (4/17/06-4/21/06)

Topic: Behavior Analysis and Medication

Northup, J., Fusilier, I., Swanson, V., Roane, H., & Borrero, J. (1997). An evaluation of methylphenidate as a potential establishing operation for some common classroom reinforcers. *Journal of Applied Behavior Analysis*, 30, 615-625.

Rapp, J. T. & Vollmer, T. R. (2005). Stereotypy II: A Review of Neurobiological Interpretations and Suggestions for an Integration with Behavioral Methods. *Research in Developmental Disabilities*, 26, 548-564.

Gulley, V., Northup, J., Hupp, S., Spera, S., LeVelle, J., & Ridgway, A. (2003). Sequential evaluation of behavioral treatments and methylphenidate dosage for children with attention deficit hyperactivity disorder. *Journal of Applied Behavior Analysis*, 36, 375-378.

Dicesare, A., McCadam, B. A., Toner, A. & Varrell, J. (2005). The effects of methylphenidate on a functional analysis of disruptive behavior: A replication and extension. *Journal of Applied Behavior Analysis*, 38, 125-128.

*****Take Quiz 6 (due by 4/25/06)**

Week 14 (4/24/06-4/28/06)

Topic: Assessment and Treatment of Feeding Disorders

Patel, M. R., Piazza, C. C., Layer, S. A., Coleman, R. & Swartzwelder, D. M. (2005). A systematic evaluation of food textures to decrease packing and increase oral intake in children with pediatric feeding disorders. *Journal of Applied Behavior Analysis*, 38, 89-100.

Patel, M. R., Piazza, C. C., Santana, C. M., & Volkert, V. M. (2002). An evaluation of food type and texture in the treatment of a feeding problem. *Journal of Applied Behavior Analysis*, 35, 183-186.

Charles S. Gulotta, Cathleen C. Piazza, Meeta R. Patel, & Stacy A. Layer (2005). Using food redistribution to reduce packing in children with severe food refusal. *Journal of Applied Behavior Analysis*, 38, 39-50.

Dawson, J. E., Piazza, C. C., Sevin, B. M., Gulotta, C. S., Lerman, D., & Kelley, M.L. (2003). Use of the high-probability instructional sequence and escape extinction in a child with food refusal. *Journal of Applied Behavior Analysis*, 36, 105-108.

Week 15 (5/1/06-5/5/06)

****Complete course evaluation on-line!!**

Topic: On the use of punishment

Lerman, D. C., & Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. *Journal of Applied Behavior Analysis*, 35, 431-464.

Hanley, G. P., Piazza, C. C., Fisher, W. W. & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis*, 38, 51-65.

Sloman, K. N., Vollmer, T. R., Cotnoir, N. M., Borrero, C. S., Borrero, J. C., Samaha, A. L. & St. Peter, C. C. (2005). Descriptive analyses of caregiver reprimands. *Journal of Applied Behavior Analysis*, 38, 373-383.

*****Take Quiz 7 (due by 5/9/06)**