I. Course Description:

Functional assessment and data-based treatment for students with disabilities.

This course continues students’ preparation in the area of School Psychology with a focus on functional assessment and data-based treatment strategies for students with disabilities. Topics relating to human learning and behavior change such as: reinforcement, extinction, punishment, establishing operations, stimulus control, functional assessment, and other topics will be reviewed and discussed. In addition, students will read applied research literature.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

This course also supports the mission of the Human Services Department.

Program Learning Outcomes:

1. **Practical Knowledge**: The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. **Content Knowledge**: The candidate will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.

3. **Behavior Assessment**: The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.

4. **Pedagogical and Professional Knowledge, Skills, and Dispositions**: The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions and effectively apply them in practice.

5. **Application of Principles and Procedures**: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.

**NASP Domains addressed by this course:**

**Domain 1: Data-Based Decision Making and Accountability**
- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

**Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills**
- School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

**Domain 6: Preventive and Responsive Services**
- School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.
- School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

**Domain 7: Family-School Collaboration Services**
- School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on
children’s learning and mental and behavioral health; and strategies to develop collaboration between families and schools.

- School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Domain 8: Diversity in Development and Learning
- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, backgrounds and across multiple contexts.
- Understanding and respect for diversity in development and learning, advocacy for social justice, are foundations for all aspects of service delivery.

Domain 9: Research and Program Evaluation
- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice
- School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards, and other factor related to professional identity and effective practice as school psychologists.
- School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive and ethical and professional decision-making; collaborate with other professional; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

Student Learning Outcomes (Core Curriculum requirements addressed in course presented in **Bold**; NASP domains presented in *italics*):

1. Students will demonstrate knowledge and comprehension of the principles of applied behavior analysis through exams and in-class discussion. (**Critical Thinking**) (1, 4, 6, 7, 8, 9, 10)
2. Students will demonstrate professional dispositions by participating in peer supervision sessions. (**Critical Thinking, Communication, Teamwork**) (10)
3. Given a referral problem, students will demonstrate knowledge of behavioral assessment strategies by developing a plan for a functional behavior assessment. (Critical Thinking, Communication) (1, 8, 10)

4. Students will demonstrate appropriate behavior and dispositions in order to be effective in a diverse educational environment (Communication; Personal responsibility; Social Responsibility) (10)

III. Course Assignments, Activities, Instructional Strategies, use of Technology (Core Curriculum requirements addressed in course presented in **Bold**; NASP domains presented in *italics*):

**Quizzes:** There will be 10 Quizzes in this course. Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all the material in the chapters. The quizzes will be administered online via Schoology. You will take the quiz on your computer during class. (10 points each) (Critical Thinking; Communication) (1, 4, 6, 7, 8, 9, 10)

**Exams:** A final exam will measure the mastery of content. The exams will be cumulative and will include a variety of question types, including multiple choice, short answer, and essay. (Critical Thinking; Communication) (1, 4, 6, 7, 8, 9, 10)

**Behavior Self-Change Project:** Students will complete a self-change project. Students will identify the following: a behavior to change, a data collection method, a replacement behavior, 2 antecedent strategies and one consequence strategy. After creating and implementing their plan they will write a 5-page paper on the experience with a reflection. (Critical Thinking; Communication; Social Responsibility) (1, 8, 9, 10)

**Function-Based Intervention Plan (FB-BIP):** Given functional behavior assessment data, students will create a function-based plan for treatment. This plan should include an operational definition of the behavior, a summary of the assessment results, a hypothesis statement about the function of the behavior, antecedent and consequent strategies directly related to the hypothesized function of the behavior, as well as any replacement behaviors and strategies to support their acquisition and/or maintenance. The plan should also include strategies for maintenance and generalization. The grading rubric can be found in Appendix B. (Critical Thinking; Empirical and Quantitative Skills; Communication; Teamwork; Personal Responsibility; Social Responsibility) (1, 2, 4, 6, 7, 8, 9, 10)

**Participation and Attendance:** Students will be required to participate in discussions. To receive credit for attendance and participation, a minimum of one question or comment will be required for each class session that includes a guided discussion. For one class period, the class meeting will be online. Students will be required to post a discussion thread and respond to a peer’s thread to gain attendance/participation credit for this class meeting. For all other class sessions, attendance will be taken within the first 15 minutes of the class beginning. Attendance and participation will count towards 9% of final grades. (Personal Responsibility; Communication; Teamwork) (10)

**Dispositions** (ungraded assignment – for professional growth): Students will be evaluated on topics related to dispositions over the course of the semester. Some of the topics include professionalism,
ethical behavior, and quality of performance. This will be assessed through a rubric in LiveText. (Communication; Personal Responsibility; Social Responsibility) \( (10) \)

IV. Evaluation and Assessments (Grading):

Quizzes (10 at 10 points each) 100
Final Exams 100
FBA Plan 50
Behavior Change Project 100
Participation and Attendance 25

Total Points 375

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Syllabus, Introduction to Course</td>
<td></td>
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</tr>
<tr>
<td>1/23</td>
<td>Introduction and Basic Concepts</td>
<td>Ch. 1 &amp; 2; Baer, Wolf, &amp; Risley, 1968</td>
<td></td>
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<tr>
<td>1/30</td>
<td>Selecting, Defining, and Measuring Behavior</td>
<td>Ch. 3 &amp; 4</td>
<td>Quiz BC: Step 1 due</td>
</tr>
<tr>
<td>2/6</td>
<td>Measuring and Analyzing Behavior</td>
<td>Ch. 5</td>
<td>Quiz</td>
</tr>
<tr>
<td>2/13</td>
<td>Analyzing Behavior</td>
<td>Ch. 7</td>
<td>Quiz</td>
</tr>
<tr>
<td>2/20</td>
<td>No Class NASP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Reinforcement</td>
<td>Ch. 11 &amp; 12</td>
<td>Quiz BC: Step 2 due</td>
</tr>
<tr>
<td>3/5</td>
<td>Schedules of Reinforcement</td>
<td>Ch. 13</td>
<td>Quiz</td>
</tr>
<tr>
<td>3/12</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19</td>
<td>Antecedent Variables</td>
<td>Ch. 16, 17. 26</td>
<td>Quiz BIP Project in class</td>
</tr>
<tr>
<td>3/26</td>
<td>Assessment of Behavior</td>
<td>Ch. 27</td>
<td>Quiz BC: Step 3 due</td>
</tr>
<tr>
<td>4/2</td>
<td>Function-Based Treatment</td>
<td></td>
<td>Quiz</td>
</tr>
<tr>
<td>4/9</td>
<td>Holiday No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/16</td>
<td>Decreasing Behavior: Punishment</td>
<td>Ch. 14 &amp; 15; Lerman &amp; Vondran, 2002</td>
<td>Quiz</td>
</tr>
<tr>
<td>4/23</td>
<td>Decreasing Behavior: Non-punishment Procedures</td>
<td>Ch. 24 &amp; 25</td>
<td>Quiz</td>
</tr>
<tr>
<td>4/30</td>
<td>Special Applications and Generalization</td>
<td>Ch. 28, 29, &amp; 30</td>
<td>Behavior Change Due</td>
</tr>
<tr>
<td>5/7</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VI. Readings:

Required Text:


Required Articles (provided by instructor):


LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account, call ext. 7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the
Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:
• You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEExES exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Appendix B: FB-BIP Grading Rubric
NASP Standard II: Data-Based Decision Making and Accountability: The BIP should consider the given FBA data, hypothesized function, and current intensity of the behavior(s) when choosing procedures. Descriptions of each section can be found on the next page.

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior</td>
<td></td>
</tr>
<tr>
<td>Antecedent Procedures</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Consequent Procedures</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Progress Monitoring Method</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Behavioral Excess</td>
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<tr>
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<td>1 2 3 4 5</td>
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<tr>
<td>Antecedent Procedures</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Consequent Procedures</td>
<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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<td>Behavioral Deficit</td>
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<tr>
<td>Met Current Dimensions of ABA</td>
<td>1 3 5 7</td>
</tr>
<tr>
<td>References</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Total score: _______/50 X 2 = _______/100

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Behavior: Define the behaviors in terms that are both observable and measurable. For full points, behavior definitions should be constructed using the given FBA data.

Antecedent Procedures: Technologically define changes to the environment that are implemented prior to the behavior occurring that have some effect on the likelihood of that behavior occurring in the future. For full points, antecedent procedures should use behavioral principles and should be chosen based on the FBA data, hypothesized function, and should match the intensity of the behavior.

Consequent Procedures: Technologically define changes to the environment that are implemented following the occurrence of the behavior that have some effect on the likelihood of that behavior occurring in the future. For full points, consequent procedures should use behavioral principles and should be chosen based on the FBA data, hypothesized function, and should match the intensity of the behavior.

Progress Monitoring Methods: Define the materials and procedures that will be used to collect and analyze data to monitor changes in behavior. Attach any materials that will be used to monitor progress. For full points, progress monitoring methods should take into consideration the dimensions of the target and replacement behaviors and utility of the progress monitoring data in decision making.

References: Include references in APA format for all sources utilized in developing the BIP.