Name: Jaime Flowers  
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Pronouns: She/her  
Phone: #1686  
Office: HS 216  
Office Hours: Monday 2-4:30, Tuesdays 11-1:30  
Department: Human Services  
Class meeting time and place: Zoom classroom, Monday 4:30-7:00  
Credits: 3  

Prerequisites: None  
This course meets virtually via Zoom.  

**Bulletin Course Description**  
This course will extend students’ knowledge of problem identification, assessment, decision-making, and intervention design, analysis, & evaluation through the utilization of applied behavior analysis methodologies.  

Behavior Assessment (face-to-face, 3 credit hours): This course is the study of basic processes that determine student learning and cognition with emphasis on applications to the instruction and treatment of learners with disabilities. This course typically meets once each week (Wednesday) in 150-minute segments for 16 weeks. Students have significant weekly reading assignments and course assignments. These activities average at a minimum, six hours of work each week to prepare outside of classroom hours.  

**Course Description**  
Emphasis will be placed on issues associated with consultation & collaboration, academic & behavioral interventions, and coping & social skills development within the school and other related environments. Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings. The syllabus/schedule are subject to change. Additionally, this course serves as an introduction to applied behavior analysis and school-based behavioral intervention.  

**Program 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.

Student Learning Outcomes
1. Discuss the history of functional analysis and its relationship to other forms of functional behavior assessment. (Critical Thinking) (1, 3, 4, 8, 9)
2. Understand the benefits and limitations of different approaches to functional behavior assessment. (Critical Thinking) (3, 4, 8)
3. Describe best practices in functional analysis and adaptations for different situations, including challenges posed by different functions of problem behavior. (Critical Thinking, Communication) (1, 8, 9)
4. Students will identify the primary function of behavior, given a vignette. (Critical Thinking, Communication) (1, 8, 9)
5. Students will work in groups to develop an appropriate behavior intervention plan using mock assessment data. (Critical Thinking, Teamwork, Communication, Social Responsibility)

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 3: Interventions and Instructional Support to Develop Academic Skills
• School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
• School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

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 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.

**BCBA-Level Content Area Requirements:**

This course addresses content in the following areas required for BACB 5th edition Task List examination applications:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Behavior Assessment</td>
<td>45</td>
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</tbody>
</table>

**Text**


**Article (Provided in D2L)**

6.) Iwata, Delaon, Roscoe (2013) Reliability and Validity of the FAST

Course Requirements
1.) Syllabus Agreement Form: Students must complete and return the attached syllabus agreement form. The form must be received before the end of the first class. (10 points).
2.) Quizzes: There will be 10 Quizzes in this course. Quizzes will include 5 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 D2L. You will take the quiz on your computer during class. (10 points each)
3.) You will be required to identify a client and their problem behavior and implement functional behavior assessments and/or analyses to determine current functions of behavior. Components required are detailed in sections below.

Introduction
- You will write an introduction for your assessment. This will include background information on your client, identification of the problem behavior, the operational definition of problem behavior (including only specific, observable, and measurable terms), the reason
for referral (why is the problem behavior a problem), and why previous assessments or interventions (if applicable) were unsuccessful.

**Behavior Rating Scale(s)**

- Administer common behavior rating scales to persons involved with the client exhibiting problem behavior. Persons involved may include but are not limited to, teachers, teacher’s aides, playground assistants, parents, and/or other school district personnel. At least 2 persons (excluding yourself) must complete one of rating scales listed below.
  - Functional Analysis Screening Tool (FAST, 2005)
  - Motivational Assessment Scale (MAS)
  - Questions about Behavioral Function (QABF)

You will be required to write a summary from your rating scale findings and a discussion of any discrepancies across people or rating scale used. Graphed results from each rating scale (across people) must be included in your summary. Your write up will include a natural progression into your ABC descriptive analysis data and purpose for continuing your assessment to this type of data collection.

**Teacher/Parent Interviews**

- You must conduct teacher and/or parent interviews (minimum 1 person) utilizing the Functional Behavior Interview Form to supplement your assessment process. You must include the original completed interview form as well as a summary of your interview findings including hypothesized functions of problem behavior.

**ABC Descriptive Analysis Data**

- You will collect 2-3 days of observation data utilizing ABC descriptive analysis data. You will record narrative data on the behavioral and environmental antecedents (including setting events), that precedes all occurrences of the identified problem behavior. You will record narrative data on the natural and social consequences that follow all occurrences of the identified problem behavior. All narrative data must be in specific, observable and measurable terms.

  You will write a summary of your findings from your ABC data. This will include common behavioral and environmental antecedents that reliably predict the occurrence of problem behavior, the problem behavior itself, as well as any escalating problem behaviors, and the consequences that reliably follow problem behavior. Include in your summary your hypothesized function of behavior based on your descriptive analysis results.

**Functional Analysis**

- You must include an actual or theoretical functional analysis to fully identify the function of the problem behavior. The write-up must include the problem behavior, operational definition (including onset/offset), conditions (including alone, play/control, demand, attention), duration of conditions, establishing operation for each condition, discriminative stimulus for each condition, and consequence contingent upon problem behavior for each condition. Your summary must include graphed results of the functional analysis utilizing the multi-element method and a conclusion for the function of target behavior.

4.) **Article Presentation**: Each student will complete 3 article presentations. This presentation will be 10 minutes. You will present on the strategies and main points in the articles. These article will chosen from the material list above. You will create 1 page of notes on the article and create a PPT presentation. You may include any activities/role plays you feel are relevant to the article.

5.) **Final Exam**: You will take a Final Exam. This exam will be 100 questions. It will be based on the quizzes and made up of information in your reading. (100 points)

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**Course Calendar**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Readings Due</th>
<th>Assignments Due</th>
<th>BACB Area</th>
<th>Modality</th>
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<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>Assessment (3)</td>
<td>Zoom</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Quiz</td>
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<tr>
<td>2</td>
<td>8/30</td>
<td>History of ABA</td>
<td>Dixon, D. R., Tarbox, J., &amp; Vogel, T. (2012) Steege Ch.1</td>
<td>Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>9/6</td>
<td>Basics Principles</td>
<td>Steege Ch. 2, 4, 5, 6 O’Neil Ch. 1</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>4</td>
<td>9/13</td>
<td>Legal Aspects (Ethics)</td>
<td>Steege Ch. 3</td>
<td>Quiz 3</td>
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<tr>
<td>6</td>
<td>9/27</td>
<td>Direct Methods</td>
<td>Steege Ch. 8 O’Neill Pages 40-55 Bijou (1968) Camp (2009)</td>
<td>Quiz 5</td>
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<tr>
<td>8</td>
<td>10/11</td>
<td>Basic Analogue</td>
<td>Steege Ch. 9 O’Neill Pages 67-70 Iwata, Dorsey, Slifer, Bauman, &amp; Richman (1982/1994)</td>
<td>Quiz 6</td>
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<tr>
<td>Week 9</td>
<td>Brief School Based Analogue</td>
<td>Northup 1991 Muller 2011</td>
<td>Assessment (3)</td>
<td>Zoom</td>
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<tr>
<td>Week 10/18</td>
<td>Function Based Treatment</td>
<td>Steege Ch. 10, 11 O’neill Ch. 3</td>
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<td>Assessment (3)</td>
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<tr>
<td>Week 11/1</td>
<td>Behavior Intervention Plans</td>
<td>O’neill Ch. 4, 5</td>
<td>Quiz 8</td>
<td>Assessment (3)</td>
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<tr>
<td>Week 11/8</td>
<td>Reviewing Sample Plans</td>
<td>Steege Ch. 12</td>
<td>Quiz 9</td>
<td>Assessment (3)</td>
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<tr>
<td>Week 12/11/15</td>
<td>Behavioral Consultation (Ethics)</td>
<td>Steege Ch. 13</td>
<td>Quiz 10 FBA due</td>
<td>Assessment (3)</td>
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<td>Week 11/22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Week 11/29</td>
<td>Final Review and Catch up</td>
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<td>Assessment (3)</td>
<td>Zoom</td>
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<tr>
<td>Week 11/6</td>
<td>Final</td>
<td></td>
<td>Assessment (3)</td>
<td>Zoom</td>
</tr>
</tbody>
</table>

**Grading Policy**

Evaluation and Assessments (Grading):

- Syllabus Agreement Form 10
- 10 Quizzes 100
- Participation 50
- Final 100
- FBA Assignment 100
- Article Review (3) 150
- Total 510

**Grading Scale**

- A 459-510 points
- B 408-458 points
- C 357-407 points

*Additional reading assignments may be assigned during class.*
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. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText/Watermark is activated, if you have technical questions, 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, 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.

**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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

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_Eval-
uation-FAQs/.

2. Provide one of the following primary ID documents: passport, drivers license, state or
  providence ID cards, a national ID card, or military ID card to take the TExES exams
  (additional information available at www.texes.ets.org/registrationBulletin/
  <http://www.texes.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 fingerprint background check. If you have a history of
criminal activity, you may want to reconsider your major while at SFASU.
For further information, contact the Office of Assessment and Accountability at 936-468-
1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

The instructor reserves the right to change the syllabus as necessary. You are responsible for
maintaining accurate records, including any changes to the syllabus. In addition, you are
responsible for all information presented during class, regardless of whether or not you
attended class.

Students are expected to respond to emails within 24 hours from their SFA email. Students
may expect a response to their inquiries within 5 days, not including holidays or travel for
conventions. Thesis and dissertation students can expect a two week response rate.
SYLLABUS AGREEMENT

I have received and read the Syllabus for SPSY 6301 and agree to follow all policies and procedures provided within. Additionally, I understand it is my responsibility to confirm all forms are current before submitting them for approval. Any failure to abide by the Handbook may result in delays in program completion and a loss of good standing in the program.

________________________________________________________________________
Student Name

________________________________________________________________________
Student Signature

________________________________________________________________________
Date