Name: Jaime Flowers
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Phone: 936 468 1114
Office: HS 213
Office Hours: Tuesday 3-4:30, Wednesday 11-2:30
Department: Human Services
Class meeting time and place: Monday – Thursday 10-12
Credits: 3

Course Description
Etiology, research, characteristics, assessment, and program components related to children and youth with severe developmental disabilities and autism. Study of methods for designing and providing appropriate educational interventions.

Additionally, this course serves as an introduction to applied behavior analysis and school-based behavioral intervention.

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

1. Students will identify potential causes and trends in identification and service-provision of individuals with autism. (Critical Thinking) (5, 8)
2. Students will demonstrate advanced knowledge of intervention strategies for individuals with disabilities, including curriculum and models of instructional delivery. (Critical Thinking, Communication) (3)
3. Students will design interventions for various academic and adaptive skills utilizing evidence-based components. (Critical Thinking; Communication) (1, 3, 5, 6, 8, 10)
4. Students will learn advanced behavior change procedures in ABA such as shaping, chaining, extinction, etc…. (Critical Thinking, Communication) (1, 8, 9)

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.

**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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<tbody>
<tr>
<td>Behavior Change</td>
<td>45</td>
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</table>

**Text**


**Article (Provided in D2L)**


**Course Requirements**

1. **Quizzes:** There will be 5 Quizzes in this course. Quizzes will include 5 multiple choice and true/false questions (20 points). 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)

2. **Exam:** A final will measure the mastery of content. The exam will be cumulative and will include a variety of question types, including multiple choice, short answer, and essay. *(Critical Thinking; Communication) (1, 3, 5, 6, 8, 10)*
3. **Skill Acquisition Protocol and Materials**: Given a vignette of a skill deficit, students will compile a research-level (technological) protocol and materials for an academic intervention. A protocol template can be found in Appendix A. *(Critical Thinking; Communication) (1, 3, 5, 6, 8, 10)*

4. **Foxy Learning Modules ($24)**: Each student will complete required tutorial at foxylearning.com. The required tutorial, An Introduction to Relational Frame Theory and Introduction to Verbal Behavior. Each module should take about 6 hours. Students must access the tutorial by connecting to the course using a link and course code that will be provided in D2L.

5. **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 via Zoom. For all class sessions meeting via Zoom, attendance will be taken within the first 15 minutes of the class beginning. Participation points will be awarded for discussion posts for class periods not meeting via Zoom. Discussion posts must include one original post and one peer response for credit. Attendance and participation will count towards about 14% of final grades. *(Personal Responsibility; Communication; Teamwork; Social Responsibility) (10)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Meeting Space</th>
<th>Assignments Due</th>
<th>VCS Hours</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>5/30 Tues</td>
<td>Syllabus, Response to intervention framework</td>
<td>Johnson Ch.1</td>
<td>Zoom</td>
<td>Quiz due Thursday 5pm</td>
<td>Behavior change (2)</td>
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<td></td>
<td>5/31 Wed</td>
<td>Basics Principles of PT, PT in instructional design</td>
<td>Johnson ch. 2 &amp; 3</td>
<td>D2L</td>
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<td></td>
<td>6/1 Thurs</td>
<td>Foxy learning modules</td>
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<td>D2L</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>6/5 Mon</td>
<td>PT in academic skills</td>
<td>Johnson Ch. 6, 7, 8</td>
<td>D2L</td>
<td>Quiz due Thursday 5pm</td>
<td>Behavior change (2)</td>
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<td></td>
<td>6/6 Tues</td>
<td>Equivalence based instruction</td>
<td>CCH 19</td>
<td>D2L</td>
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<td>6/7 Wed</td>
<td>Equivalence based instruction</td>
<td>CCH 20</td>
<td>D2L</td>
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<td>6/8 Thurs</td>
<td>Foxy learning modules</td>
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<td>D2L</td>
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<td>Week 3</td>
<td>6/12 Mon</td>
<td>Update</td>
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<td>Zoom</td>
<td>Quiz due Thursday 5pm</td>
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<td></td>
<td>6/13 Tues</td>
<td>Imitation and Modeling</td>
<td>CCH 21</td>
<td>D2L</td>
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<td>6/14 Weds</td>
<td>Shaping</td>
<td>CCH 22</td>
<td>D2L</td>
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<td>6/15 Thurs</td>
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<td>Week 4</td>
<td>6/19 Mon</td>
<td>Chaining</td>
<td>CCH 23</td>
<td>D2L</td>
<td>Quiz due Thursday 5pm</td>
<td>Behavior change (2)</td>
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<td></td>
<td>6/20 Tues</td>
<td>Extinction</td>
<td>CCH 24</td>
<td>D2L</td>
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<td>6/21 Wed</td>
<td>Differential Reinforcement</td>
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<td>6/22 Thurs</td>
<td>Asynchronous Learning</td>
<td>D2L</td>
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<td>Week 5</td>
<td>6/26 Mon</td>
<td>Antecedent Interventions</td>
<td>Ch 26</td>
<td>D2L</td>
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<td>6/27 Tues</td>
<td>Special Applications</td>
<td>Ch 27</td>
<td>D2L</td>
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<td>6/28 Wed</td>
<td>Wrap/Questions (optional zoom class)</td>
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<td>Zoom</td>
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<td>6/29 Thurs</td>
<td>Final Exam (take home)</td>
<td>D2L</td>
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### Grading Policy

**Evaluation and Assessments (Grading):**

- 5 Quizzes 100
- Exam 100
- Foxy Learning Modules (2 at 100 points each) 200
- Skill Acquisition Protocol and Materials 100
- Participation and Attendance 50
- Total Points 550

### VIII. Student Ethics and Other Policy Information:

Found at [http://www.sfasu.edu/policies/](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

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

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.

SFA 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
936-468-2401

SFASU Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Room 202
936-468-1041

**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
IX: ZOOM Policy

Attending class via ZOOM is reserved for students who have been admitted to the program under “ZOOM Admission”. These students have stated this in their initial application materials and have been approved by the SPPF.

For this course:

- Students must attend courses in real-time, with face-to-face video conferencing via Zoom.
- Some courses and meetings may be required on campus. Students will be notified at the start of each semester dates they will be required to be on the Nacogdoches campus.
- Students will be responsible for all course assignments.
- In the event of a technology issue of the instructor’s/university’s fault, the instructor will work with the student to ensure appropriate instruction is provided. If a technology issue of the student’s fault occurs, the course policy for class absences will be followed, according to the syllabus.
- In the event a non-approved student attends a class meeting via ZOOM, he or she will be counted absent and the attendance policy for this course, found on page 4 of this syllabus, will apply.