Name: Dr. Ginger Kelso  
Email: ginger.kelso@sfasu.edu  
Phone: (828) 771-6054  
Office: Virtual  
Office Hours: By appointment  
Department: Human Services and Educational Leadership  
Class meeting time and place: Wednesday 4:30-7:00 PM  
Credits: 3

Prerequisites: None


Course Description

This course will expose students to the principles of behavior analysis as it is applied to school, agency, and home settings, with an emphasis on ethics and clinical concerns. Systematic assessment of behavior, intervention development, intervention implementation, and intervention evaluation will be covered, as well as the integration of these components into a single model of consultation and direct service provision.

Class meetings will take place through Zoom and 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 and schedule are subject to change.

Intended Learning Outcomes, Goals, and Objectives

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. **Human Diversity:** Candidates should demonstrate awareness and sensitivity when working professionally with diverse individuals, groups, and communities.
2. **Psychoeducational Foundations:** Candidates must demonstrate appropriate knowledge of the historical, political, and legal aspects, as well as policies and procedures that impact the fields of psychology and education.
3. **Content Knowledge:** Candidates must demonstrate the ability to apply knowledge of biological, psychological, sociocultural, ethical, and legal factors to understand both typical and atypical behavior.
4. **Research & Technology:** Candidates must demonstrate the ability to apply their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from selecting appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.
5. **Professional Skills and Dispositions:** Candidates must conduct themselves in a manner that reflects the values and attitudes associated with the American Psychological Association policies and guidelines. The candidate will demonstrate knowledge, skills, and professional work characteristics/dispositions, effectively applying them in practice.
6. **Application of Principles and Procedures:** Assessment should demonstrate candidates’ effective application of knowledge, skills, and dispositions in the practice of School and Health Service psychology. As part of this assessment, each candidate must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.
7. **Communication:** The candidate must demonstrate proficiency in communication skills relevant to the field of psychology, both written and spoken. This may include, but is not limited to, effective writing for different purposes, proficient presentation skills for various audiences and purposes, and appropriate interpersonal skills.
Student Learning Outcomes
1. Students will demonstrate knowledge and comprehension of the principles of applied behavior analysis through exams, presentations, and in-class discussions. (Critical Thinking) (1, 2, 4, 6, 7, 8, 9, 10)
2. Students will demonstrate professional dispositions and consultation skills by leading a peer supervision session. (Critical Thinking, Communication, Teamwork) (2, 10)
3. Given a referral problem, students will demonstrate knowledge of behavioral assessment strategies by developing a plan for a functional analysis of behavior (Critical Thinking, Communication) (1, 8, 10)
4. Students will work together in teams to create a function-based plan for intervention utilizing the principles of applied behavior analysis. (Critical Thinking, Communication, Teamwork) (1, 2, 4, 6, 8, 10)
5. Students will demonstrate knowledge of behavior change procedures given different settings and behavioral problems (Communication; Personal responsibility; Social Responsibility) (10)

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>Concepts and Principals</td>
<td>45</td>
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</tbody>
</table>

Course Assignments, Activities, Instructional Strategies, use of Technology:

Course Requirements
1. **Quizzes (20 points each/120 points total):** There will be 6 Quizzes in this course. Quizzes will include 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. (20 points each/100 points total)
2. **Functional behavior assessment (100 points):** 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 (bar graph) 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 summary of your interview findings including hypothesized functions of problem behavior.

**ABC Descriptive Analysis Data**
You will collect 2-3 days (3 hours minimum) 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.

Baseline/Frequency Data Collection

You will collect 2-3 days (minimum 3 hours) of frequency data on both the maladaptive behavior and identified replacement behavior. You may use frequency, duration, opportunity versus response, or interval system to collect. You will create 1-2 graphs of the data collection.

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.

Behavior Intervention Plan

You will write a 1-3 page write up detailing your recommendations for problem behavior prevention. This will include triggers (antecedents) and maintaining consequences for your problem behavior, your identified function of problem behavior, your functional alternative response, how often your functional alternative response will be reinforced (direct treatment schedule(s)), any other
preventative strategies of importance (e.g., seating arrangements, token systems, etc). You will need to include the reactive strategies-how will staff react when prevention has been missed, and the problem behavior has occurred, including how you will re-teach the functional alternative response.

Appendix – Data collection sheets

3. **Participation and Attendance (50 points):** Students will be required to be active participants during class, and follow the school psychology distance learning policy (50 points)

4. **MOCK IEP Meeting: (50 points)** You will participate in a Mock IEP meeting, where you will present your FBA/BIP results to a parent and teacher. You will be evaluated on your ability to communicate the results of your FBA/BIP and your ability to create a supportive IEP meeting environment.

5. **Discussion Questions (20 points/120 points total):** There will be 6 discussion questions in the course. You will be asked to post to a discussion board in D2L (20 points/120 points total).

6. **Final Exam (100 points):** You will take a Final Exam. This exam will be 100 questions. It will be based on information in your reading.

**Evaluation and Assessments (Grading):**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>120</td>
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<tr>
<td>Discussion Questions</td>
<td>120</td>
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<tr>
<td>Mock IEP</td>
<td>50</td>
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<td>Attendance and Participation</td>
<td>50</td>
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<td>FBA/BIP</td>
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<td>Final</td>
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**Total Points**  500

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>DATE</th>
<th>SUBJECT</th>
<th>READINGS DUE</th>
<th>ASSIGNMENTS DUE</th>
<th>BACB CONTENT AREA</th>
<th>MODALITY</th>
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<tbody>
<tr>
<td>WEEK 1 1/24</td>
<td>Syllabus</td>
<td>Concepts and Principals (3)</td>
<td>Zoom</td>
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<td>WEEK 2 1/31</td>
<td>Introduction and Basic Concepts Ch. 1 &amp; 2 DB 1 Concepts and Principals (3)</td>
<td>Zoom</td>
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<td>WEEK 3 2/7</td>
<td>Measuring Behavior Ch. 3 &amp; 4 Quiz 1 Concepts and Principals (3)</td>
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<td>WEEK 4 2/14</td>
<td>Measurement Quality Ch. 5 DB 2 Concepts and Principals (3)</td>
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<tr>
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<td>Reinforcement Ch. 11 &amp; 12 Quiz 2 Concepts and Principals (3)</td>
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<td>WEEK 6 2/28</td>
<td>Functional Behavior Assessment TBA DB 3 Concepts and Principals (3)</td>
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<td>WEEK 7 3/6</td>
<td>Schedules of Reinforcement Ch. 13 Quiz 3 FBA Intro (draft) Concepts and Principals (3)</td>
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<td>WEEK 8 3/13</td>
<td>SPRING BREAK</td>
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<tr>
<td>WEEK 9 3/20</td>
<td>Punishment Ch. 14, 15 DB 4 Concepts and Principals (3)</td>
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<td>WEEK 10 3/27</td>
<td>Motivating Operations Ch. 16 Quiz 4 Concepts and Principals (3)</td>
<td>Zoom</td>
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<td>WEEK 11 4/3</td>
<td>Stimulus Control Ch. 17 DB 5 FBA Data (draft) Concepts and Principals (3)</td>
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WEEK 12  
4/10  
Antecedent variables  
Ch. 16, 17  
Quiz 5  
Concepts and Principals (3)  
Zoom

WEEK 13  
4/17  
Generalization  
Ch. 30  
DB 6  
BIP (draft)  
Concepts and Principals (3)  
Zoom

WEEK 14  
4/24  
Ethics  
Ch. 31  
Quiz 6  
Concepts and Principals (3)  
Zoom

WEEK 15  
5/1  
MOCK IEPs  
FBA/BIP (final draft)  
Concepts and Principals (3)  
Zoom

WEEK 16  
5/8  
Final Exam  
Concepts and Principals (3)

Readings


Other readings may include online modules, journal articles, and websites as assigned each week.

Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses (the teaching itself and the content/assignments) taken within the PCOE. Evaluation data is used for a variety of important purposes including:

- Course and program improvement, planning, and accreditation;
- Instruction evaluation purposes; and
- Making decisions on faculty (full-time and part-time) annual evaluation processes, 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 summarized data will not be available to the instructor until after final grades are posted.

Student Ethics and Policy

http://www.sfasu.edu/policies/

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Code of Student Conduct and Academic Integrity
The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. 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

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.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.
Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

Withheld Grades (HOP policy 02-206)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

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/

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.

**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.

**Resources**

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

- [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
- 936.468.7249
- dos@sfasu.edu

SFASU Counseling Services
- [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)

SFASU Human Services Counseling Clinic
- [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
- Human Services Room 202 • 936-468-1041
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line 1(800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline 1(800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741