



**SPED 6303 Behavioral Assessment and Intervention  
Spring, 2018**

*SPED 6303 is a required course for the Master's Degree in Special Education and provides the academic foundation for courses in Board Certification in Behavior Analysis*

**College of Education  
Department of Language, Literacy, and Special Populations**

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**Office hours:** Tues 3:00 – 5:00 in Huntsville; Wed, Thurs 4:30 – 5:30 in Rm 310, The Woodlands Center or by appt.

**Day and time the class meets:** Wednesdays 5:30-8:20 PM

**Location of class:** The Woodlands Center 341

**Course Description:** This course presents an in-depth study of basic principles of Applied Behavior Analysis, behavioral assessment procedures and interventions, and ethical considerations in applied settings. A field-based project is required.

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**Textbooks:**

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson. ISBN—13:978-0-13-142113

**Course Format:** A behavioral approach to teaching and learning will be used in this course. Specifically, you will be provided with learning objectives, you will be tested frequently, you will be provided feedback on your performance, and you will be given opportunities exhibit new behavior and have your behavior shaped through the course of the semester.

**Course Content:** This course discusses various assessment and intervention strategies related to applied behavior analysis, which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, punishment, stimulus control, extinction, etc. and we will address how these principles relate to common behavioral procedures.

**Course Requirements:**

1. **Exams (4 x 40 points = 160 points)** – There will be 4 exams administered during the semester. Each exam will consist of short answer/essay questions over the content from that unit and previous units (as a measure of maintenance of material). Exams will consist of 10 questions each worth 5 points. Students may choose to answer 8 questions for a total of 40 points. Points will be awarded for accuracy and detail of content. Extra credit will NOT be awarded for answering more than 8 questions per exam. The questions will be a mix of straight content (e.g., Describe the components of a contingency contract.) and application (e.g., Describe how to implement a contingency contract in a high school classroom.).
2. **Quizzes (9 x 10 points = 90 points, lowest dropped = 80 pts)** – There will be 9 quizzes throughout the semester. Each quiz will be administered at the *beginning* of class. The quizzes will cover the objectives and some cumulative material (questions covering past material). All quizzes will be worth 10 points. The quizzes serve several functions. First, they are designed to break up your studying into smaller more manageable units. Second, they will serve as a prompt for class discussion when going over the answers. Third, they will prompt you to keep up with scheduled reading. Fourth, you will receive frequent feedback about your performance in the class. The lowest scoring quiz will be dropped from your score. Therefore, if you need to miss a quiz due to extenuating circumstances (e.g., illness, arriving late to class), you will be able to drop ONE quiz score from your grade.
3. **Research Presentation and Paper (100 points)** – In this class, each student will conduct a literature review related to a topic in behavior analysis that interests them. It is *highly recommended* that students consider researching topics in the areas of expertise of the professors in the LIDA program. A list of possible research topics is below. Additional topics may be pursued with approval.

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| <ul style="list-style-type: none"> <li>• Empirically supported and unsupported treatments for autism and intellectual disabilities</li> <li>• Preference for teaching procedures or behavior reduction procedures using the concurrent chains arrangement</li> <li>• Behavioral persistence/Behavioral momentum theory ☺</li> <li>• School and classroom-wide interventions (with typically functioning students and/or teachers)</li> <li>• Social skills training with individuals with autism or other intellectual disabilities</li> <li>• Interventions related to health and physical activity</li> <li>• Safety skills using behavioral skills training</li> </ul> |
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- a. Throughout the semester, each student will turn in assignments demonstrating progress toward the final paper.

- i. On **2.07.18**, each student will submit a list of 5 references (APA format) and summaries related to the topic, along with a statement of the literature review topic (10 points).
  - ii. On **3.21.18**, each student will submit a list of 10 references (APA format), a research question that identifies the next step for research in this area, and a brief outline of a method for addressing this need (20 points). There is a sample outline provided on BB.
  - iii. In addition, on **5.02.18** each student will present a brief (5-10 minute) PowerPoint presentation summarizing previous research and the proposal for future research in class (20 points). PowerPoints must be submitted to the instructor.
  - iv. The final paper will be due on **5.02.18** and worth 50 points. The paper should be written with reference to the most recent APA style manual.
- 4. Posttest (1 x 25 points = 25 points)** - All students will complete post-test on the last day of class. Points will be given for submitting an answer for each question, regardless of the accuracy of the answer. Students are encouraged to do their best.
- 5. Participation (5 x 13 points = 65 points).** All students are expected to come to class prepared to participate in a professional manner. Participation points will be given based on a student's willingness to ask and answer questions in class and contribute to discussions in a meaningful way. In addition, many class periods will incorporate role-play or demonstration activities. You are expected to participate in all in-class activities. Participation points may be deducted if you do not participate in in-class activities, engage in non-class related activities with your computer or cell phone (e.g., Facebook, texting), or are absent from class. Participation points will be awarded for each class period that does not have a scheduled exam.
- 6. Syllabus Quiz (5 points).** On the first day of class, each student will take a syllabus quiz to ensure accurate reading of the syllabus. Questions regarding deadlines, assignments, in-class activities, and attendance will be included on the quiz.
- 7. Bonus Graphing Assignments (4 x 5 points):** Throughout the semester, the professor will provide a written prompt to the students that contains fictional raw data and an explanation of the type of experimental design that should be used to display the data. Points will be awarded for accuracy and APA format. This bonus assignment should be completed INDEPENDENTLY outside of class. Any questions should be directed to the professor.

#### Points and Grade Distribution:

Exams	4 x 40 = 160	A = 435 - 391 or 100% - 90%
Quizzes	8 x 10 = 80	B = 390 - 348 or 89% - 80%
Research Presentation	10, 20, 20, 50 = 100	C = 347 - 305 or 79% - 70%
Posttest	1 x 25 = 25	
Participation	5 x 13 = 65	
Syllabus quiz	1 x 5 = 5	
Total	435	

### Course Policies:

- **Late assignment policy:** All assignments will be submitted online to the class blackboard site. Assignments are due by the time indicated on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time (e.g. assignments submitted at 9:00 p.m. = 5% penalty).
- **Time requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **Professionalism Policy:** Students will demonstrate dispositions and behaviors that are consistent with the College of Education professional codes of conduct. Failure to demonstrate appropriate behaviors, attitudes, and dispositions will result in referral to the Professional Concerns Committee. Serious violations may result in course failure and/or a request for immediate withdrawal from the course.
- **Academic Dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>



### NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

"NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008)." The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

## The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced programs in prescribed courses.

*(Please provide additional information for the candidate if the DDP is administered during your course.)*

### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

### Matrix:

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
  - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
  - NCATE Standard 1 (all applicable elements) used when there is not a SPA
  - State Standards/Competencies for certification if applicable
  - Diversity and Disposition Proficiencies
  - Conceptual Framework Alignment
  - ISTE NETS Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards BACB – Behavior Analysis Certification Board
Define using technically accurate terms the basic principles of Applied Behavior Analysis.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Read text</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> </ul>	BACB:C-01 – C-03; D-01 – D-21; G-04; FK-10 – FK-24  CF 1
Graph data and conduct a visual analysis.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Graphing exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Bonus graphing assignments</li> </ul>	BACB: A-10 – A-14; B-03-B-09; H-04, H-05  CF 1; CF2;  NETS.T:3a;3b;3c;3d

Measure and graphically represent responding.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Graphing exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Bonus graphing assignments</li> </ul>	BACB: A-1 – A-14; B-03-B-09; H-04, H-05  NETS.T: 2a
Describe Behavior Analytic philosophy	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> </ul>	BACB: FK-01 – FK -09  CF1; CF3
Identify the measurable dimensions of behavior, use operational definitions of behavior, evaluate the outcomes of measurement procedures, and identify basic single-subject designs.	<ul style="list-style-type: none"> <li>• Read Research</li> <li>• Lecture</li> <li>• Research Project</li> </ul>	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Quizzes</li> <li>• Exams</li> </ul>	BACB: B-03 – B-09; H-01 – H-05; I-01, I-05  NETS.T: 3a;3b;3c;3d

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards:

[http://tea.texas.gov/Texas\\_Educators/Preparation\\_and\\_Continuing\\_Education/Approved\\_Educator\\_Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

### Expectations:

1. Come to class **prepared**, alert, and ready to **participate in discussion** of the course material.
2. Please turn off your cell phone and put it away during class. This also means **no texting** during class.
3. If you have a laptop, it should only be used for **direct class purposes** such as taking notes.
4. Please do not interrupt others.
5. If you need additional clarification, always ask! You are not “interrupting” when you ask questions or make comments. Often, others have a similar question!
6. In the likely event that your instructor makes a mistake and/or forgets something in the running of the class, please let me know.
7. Please arrive on time.

### **Bibliography:**

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### Tentative Class Schedule

Date	Topic/Activities	Assignments Due
<b>Class 1</b> <b>01-24</b>	<ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Course pre-test</li> <li>Definition and Characteristics of ABA</li> <li>Basic Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 1, 2</li> <li>Quiz 1</li> </ul>
<b>Class 2</b> <b>01-31</b>	<ul style="list-style-type: none"> <li>Reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 11, 12, 13</li> <li>Quiz 2</li> </ul>
<b>Class 3</b> <b>02-07</b>	<ul style="list-style-type: none"> <li>Punishment</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) (2007) Chapter 14, 15</li> <li>Quiz 3</li> <li><i>Topic and 5 references due with summaries</i></li> </ul>
<b>Class 5</b> <b>02-14</b>	<ul style="list-style-type: none"> <li><b>Exam 1</b></li> <li>In-class Graphing Exercise</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 1-See objectives</b></li> </ul>
<b>Class 6</b> <b>02-21</b>	<ul style="list-style-type: none"> <li>Analyzing Behavior Change</li> <li>Planning and Evaluating Research</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 7, 10</li> <li>Quiz 4</li> </ul>
<b>Class 7</b> <b>02-28</b>	<ul style="list-style-type: none"> <li>Differential Reinforcement</li> <li>Extinction</li> <li>Antecedent Interventions</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 21, 22, 23</li> <li>Quiz 5</li> <li><i>Bonus graphing assignment 1 due</i></li> </ul>
<b>Class 8</b> <b>03-07</b>	<ul style="list-style-type: none"> <li><b>Exam 2</b></li> <li>Imitation, Shaping, and Chaining</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 2 - See objectives</b></li> <li>Cooper et al. (2007) Chapter 18, 19, 20</li> </ul>
<b>Class 9</b> <b>03-21</b>	<ul style="list-style-type: none"> <li>Motivating Operations</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 16</li> <li>Quiz 6</li> <li><i>10 references and outline due</i></li> </ul>
<b>Class 10</b> <b>03-28</b>	<ul style="list-style-type: none"> <li>Stimulus Control</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 17</li> <li>Quiz 7</li> <li><i>Bonus graphing assignment 2 due</i></li> </ul>
<b>Class 11</b> <b>04-04</b>	<ul style="list-style-type: none"> <li><b>Exam 3</b></li> <li>Generalization and Maintenance</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 3 - See objectives</b></li> <li>Cooper et al. (2007) Chapter 28</li> </ul>
<b>Class 12</b> <b>04-11</b>	<ul style="list-style-type: none"> <li>Contingency Contracting, Token Economy, and Group Contingencies</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 26</li> <li>Quiz 8</li> <li><i>Bonus graphing assignment 3 due</i></li> </ul>
<b>Class 13</b> <b>04-18</b>	<ul style="list-style-type: none"> <li>Verbal Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Cooper et al. (2007) Chapter 25</li> <li>Quiz 9</li> </ul>
<b>Class 14</b> <b>04-25</b>	<ul style="list-style-type: none"> <li><b>Exam 4</b></li> <li>Post-test</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 4 - See objectives</b></li> </ul>
<b>Class 15</b> <b>05-02</b>	<ul style="list-style-type: none"> <li><b>Research Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li><i>Presentations and papers due</i></li> <li><i>Bonus graphing assignment 4 due</i></li> </ul>