Counseling Psychology and Special Education 410
Fall 2015 Semester

Course & Title: CPSE 410—Section 001: Applied Behavior Analysis (Severe Disabilities Program)

Course Credit: CPSE 410: 3 hours

Room &Time: 355 MCKB, Monday & Wednesday 10:30-11:45 am

Instructor: Blake D. Hansen, PhD
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Office Hours: Monday 12:00-4:00 PM; Friday 8:00-11:00 AM.

Required Text: Miltenberger, R. G. (2015). Behavior Modification – 6th Edition. Belmont, CA: Wadsworth/Cengage.

In addition, we will have readings and materials posted on Learning Suite.

Course Description: The purpose of this course is to introduce you to the principles and procedures of applied behavior analysis as they pertain to individuals with intellectual and developmental disabilities. You will learn ways to create environments that facilitate the learning of functional communication, academic skills, and social behaviors. You will learn procedures to prevent and decrease problem behaviors educational settings. You will learn ways to evaluate changes in these socially important behaviors in your future role as a teacher. This course is important because it will help prepare you to prevent and respond to challenging behaviors.

Prerequisites: Admission to BYU's Special Education Licensure Program or permission of the instructor

Course Objectives: **These will be demonstrated by the students at a level of 80% or higher**

(Knowledge-based objectives)
1. Describe the components of a functional behavioral assessment (FBA) and behavior support plan (BSP) for individuals with severe disabilities.
2. Describe the historical foundations of applied behavior analysis (ABA)
3. Describe positive reinforcement and its applications to learning in children with severe disabilities.
4. Describe antecedent strategies for decreasing problem behaviors.

5. Describe how to teach functional communication skills.
6. Describe how alternative behaviors function to "replace" problem behaviors in school environments.
7. Describe the relationship between ABA and positive behavior support (PBS)
8. Describe data collection and graphing procedures.
9. Describe a variety of single-case research designs, their elements, how they are used, and when they are used.
10. Describe stimulus control, its various facets, and how it is used.
11. Describe a variety of generalization procedures and provide appropriate rationale for teaching for generalization.
12. Effectively describe the elements of self-management and how it might be taught to children and adolescents with severe disabilities.
13. Describe the ethical and responsible use of ABA.

(Skill-based objectives)
1. Use functional behavioral assessment (FBA) procedures to determine the function of an identified problem behavior.
2. Teach functional communication skills to children with intellectual and developmental disabilities.
3. Teach a replacement behavior that serves the same function as the problem behavior.
4. Develop a behavioral objective that corresponds with the replacement behavior.
5. Develop a behavioral objective that corresponds with the problem behavior.
6. Observe, count, and graph behavioral data for replacement and problem behaviors.
7. Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the replacement behavior
8. Employ appropriate techniques for designing a behavior support plan (BSP). This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.

Course Expectations:

1. Observe the BYU Honor Code.
2. Attend all class sessions.
3. Come to class prepared having read the assigned readings and completed the assigned projects.
4. Actively participate in all learning activities.
5. Actively participate in your learning team.
6. Hand in all assignments on time.

Course Content:
1. Foundations of applied behavior analysis (ABA)
2. Ethical use of ABA
3. Preparing and using socially valid behavioral objectives.
4. Collecting and graphing appropriate data.
5. Understanding single-case designs.
6. Arranging consequences that increase behavior.
7. Arranging consequences that decrease behavior.
8. Using functional assessment.

9. Providing for generalization and maintenance of behavior.
10. Using differential reinforcement effectively.

How to study and be successful in this class: It is important to complete all of the assignments in this class. Anyone can do that. Real success will be evident in your ability to internalize the content and generalize it to your future role as a teacher. There are many definitions, etc. to learn in this class. I care more that you look for connections to the content in your personal life and interactions with others. Study tips:
1) Read the chapters as assigned.
2) Observe your environment to see how the topics in the chapters connect.
3) Consider the material in a gospel context.
4) Discuss what you have learned and connected with your classmates and your professor.

Methodologies/Teaching Strategies: The instructor will use a variety of teaching approaches including discussion, recitation, small group problem solving, and out of class application activities in practicum settings.

Assignments:

Study Guides: We will complete six study guides throughout the semester. They are due on the date indicated on the class schedule. You will submit the study guides on Learning Suite by 10:00 AM (before class).

Quizzes: We will have seven quizzes throughout the semester. These will be completed in class and will be directly related to the chapters covered in the study guides.

Tests: We will have two tests. The first is a midterm and the second is a final. Both will be completed in class.

Functional Behavioral Assessment Project: One of the primary purposes of this course is to build toward a functional behavioral assessment. We will complete this throughout the semester in small steps. The steps for this are outlined on Learning Suite.

Class Presentation of one Behavior Support Plan: Students are required to prepare and present information about their Functional Behavioral Assessment and Behavioral Support Plan in PowerPoint format. You will need to share the methods and results--*including* your graph (that you will create in your technology class).

Technology Integration: Most of you are taking a technology class concurrently with this class. The content of the technology class is partially integrated with the content in this class. However, you may be asked to do different tasks. The purpose is to learn the technology skills necessary for being a teacher in today's schools.

Assignment Policy:
Assignments are to be handed in on Learning Suite before class on the due date designated by the instructor. This also applies in case of absences.

Late assignments are worth half credit for the first week late. Assignments will not be accepted after one week late. In line with University policy, no assignments will be accepted after the last day of class.

Please refer to Learning Suite for your grading scale, assignment schedule, and other evaluation information.

Grading: Evaluating your performance is a complex process. As your instructor, I consider myself a mentor, but as your evaluator, I must be as impartial and objective as possible. Your grades reflect both effort and achievement!

Professionalism: You are expected to conduct yourself in a professional manner, especially when entering the schools. Dress like the teachers at the school, wear your badges that indicate you've received a background check, and talk and interact in a professional manner. You must maintain confidentiality at all times. Do not talk about teachers or students in public areas. In addition, please come to class on time, be courteous and respectful at all times.

Other Critical Information: Please be courteous to all members of the class by turning off cell phone ringer. Your instructor will be communicating with you via e-mail this semester. You are also expected to learn how to use Learning Suite to access information for this course. Information will follow. *THANK YOU!*

Honor Code Standards: In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact, be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and the expectation of your instructor that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Harassment: Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your Professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24 hours); or contact the Honor Code Office at 422-2847.

Students With Disabilities: Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 1520 WSC (422—2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the University Accessibility Center. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-82 ASB.

BYU Special Education Mission Statement: We maximize the potential of learners with individualized educational needs to elevate their quality of life. We accomplish this by supporting the mission and aims of a BYU education as we integrate teaching, research, and service. We specifically:

- Prepare competent and moral educators who select, implement, and evaluate research-based effective teaching practices and appropriate curriculum for learners with special
  needs.
- Prepare master special educators who provide leadership in problem solving and collaborative relationships with professionals and families.
- Add to the knowledge base of special education and related disciplines through research.
- Serve and advocate for learners with individualized educational needs and others who
  support them.

Course Objective	Utah Effective Teaching Standards (UETS) UETS 1: Learner development UETS 2: Learning differences UETS 3: Learning environments UETS 4: Content knowledge UETS 5: Assessment UETS 6: Instructional planning UETS 7: Instructional strategies UETS 8: Reflection and continuous growth UETS 9: Leadership and collaboration UETS 10: Professional and ethical behavior
Describe the components of a functional behavioral assessment (FBA) and behavior support plan (BSP) for individuals with severe disabilities.	UETS 3, 5
Describe the historical foundations of applied behavior analysis (ABA).	UETS 3
Describe positive reinforcement and its applications to learning in children with severe disabilities.	UETS 3
Describe antecedent strategies for decreasing problem behaviors.	UETS 3
Describe how to teach functional communication skills.	UETS 3
Describe how alternative behaviors function to "replace" problem behaviors in school environments.	UETS 3
Describe the relationship between ABA and positive behavior support (PBS).	UETS 3
Describe data collection and graphing procedures.	UETS 3
Describe a variety of single-case research designs, their elements, how they are used, and when they are used.	UETS 3
Describe stimulus control, its various facets, and how it is used.	UETS 3
Describe a variety of generalization procedures and provide appropriate rationale for teaching for generalization.	UETS 3
Effectively describe the elements of self-management and how it might be taught to children and adolescents with severe disabilities.	UETS 3
Describe the ethical and responsible use of ABA.	UETS 3, 10
Use functional behavioral assessment (FBA) procedures to determine the function of an identified problem behavior.	UETS 3, 5
Teach functional communication skills to children with intellectual and developmental disabilities.	UETS 3
Teach a replacement behavior that serves the same function as the problem behavior.	UETS 3
Develop a behavioral objective that corresponds with the replacement behavior.	UETS 3, 6
Develop a behavioral objective that corresponds with the problem behavior.	UETS 3
Observe, count, and graph behavioral data for replacement and problem behaviors.	UETS 3
Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the replacement behavior.	UETS 3
Employ appropriate techniques for designing a behavior support plan (BSP). This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.	UETS 3