

**SPD 633: Behavioral Assessment and Intervention  
Spring Semester, 2008**

SPD 531/633 is a required course for the Master's Degree in Special Education and provides the academic foundation for eligibility to take the exam for Board Certification in Behavior Analysis.

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

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. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

**Instructor:**

Barbara Metzger, PhD, BCBA  
Teacher Education Center 151  
Office phone: (936) 294 4971  
Email: bam016@shsu.edu

**Location / Time:**

TEC 113  
Wednesday, 5:30 – 8:30

**Text/Readings:**

Cooper, J. O., Heron, T. E., Heward, W.L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Metzger, B. Graphing Handout.

Metzger, B. Visual Analysis Handout.

**Course Description:**

This course presents an in-depth coverage of basic principles of Applied Behavior Analysis, behavioral assessment procedures and interventions, and ethical considerations in applied settings. One field-based project is required. Reading and discussion of the scientific literature and application journals also required. Prerequisite: SPD 630

**IDEA Objectives for this course:**

Essential:

1. Gaining factual knowledge
2. Learning fundamental principles
3. Developing specific skills, competencies, and points of view needed by professionals in the field

Important:

1. Learning to apply course materials

**Behavior Expectations:**

1. Please turn off your cell phone and put it away during class.
2. Please do not eat during class, including chewing gum and eating candy/snacks. Drinks are OK.
3. Please do not interrupt others.
4. If you need additional clarification, please ask the instructor. You are not “interrupting” when you ask questions or make comments.
5. In the likely event that your instruction makes a mistake and/or forgets something in the running of the class, please let me know.
6. Please arrive on time.
7. While taking exams, please be quiet in consideration of others who are trying to think.

**Course Format:**

This course will be taught through inter-teaching, lecture, small-group discussion, text readings, reading research literature, and individual student presentations of their behavior change projects with supplemental use of Blackboard.

**Course Learning Objectives:**

1. Define using technically accurate terms, define using their own language, identify novel examples of, and provide original examples of the basic principles of Applied Behavior Analysis.
2. Read and interpret original research.
3. Design, implement and evaluate a behavior intervention based on behavior analytic procedures and methods.
4. Conduct a task analysis and design an intervention based upon the results of the assessment.
5. Conduct the practice of ABA according to ethical guidelines

**Course Content/Requirements:**

Interteaching Sessions:

Students are expected to read the assigned chapters before class: you will not have time to read the text and answer the questions during class. Students will be divided into small groups to go through the questions. Dr. Metzger will monitor the student’s progress and will be available for answering questions. Each student is expected to complete his/her own set of interteaching questions. Students will earn points for participation in the interteaching session.

Application Journals:

The student will write a brief entry – no more than 1-2 pages typed – describing at least 3 examples/applications of a concept from the assigned chapters in his/her daily life. You do not need to be excessively detailed; but make sure that through your description that you clearly have shown understanding of the concept. Students will share their application journals with the class.

### Behavior Change Project:

Each student will complete one behavior change project. The project may focus on increasing or decreasing a behavior and must include at least two interventions (e.g., one an antecedent intervention and one a consequence intervention.) The project must be on a human organism; it may be on yourself. You must cite at least three behavior analytic research articles that provides a scientific basis for the intervention you have designed. Students must get approval on the methods and design from Dr. Metzger before starting; the student must employ a single-subject design. Each project will require at least one week of baseline and at least 4 weeks of intervention. Data must be graphed according to Dr. Metzger's graphing guidelines.

1. Students will write a report on their project that is between 5-6 pages long, not including the title page a references.
2. Students will present their project to the class. The presentation should include an introduction, the methods, the results and a conclusion. The presentation will be between 10-15 minutes.

### Article Reviews:

Students will be assigned research articles from the Behavior Analytic literature. Students will be divided into small groups of 2-3 and will be given discussion questions to complete based upon the article. We will then discuss the article as a class. Students will have to read the article before coming to class because there will not be time in class to read the article and answer the discussion questions.

### Quizzes

For each chapter of the text, you will be given interteaching questions which will also serve as study guides for the test. Each quiz will consist of 10 fill-in-the blank or short-answer questions. Immediately following the quiz, the class will go over the correct answers.

### Exams:

Each exam will consist of 10 multiple choice questions. The interteaching questions will serve as study guides for the exams.

### Task Analysis

Students will conduct a Task Analysis of two complex behaviors and then write a teaching plan using a chaining and/or shaping procedure.

**Course Evaluation:**

Task	Number	Points	Total Points
Weekly Quizzes	7	30	210
Exams	4	50	200
Application Journals	5	15	75
Article Discussion Questions	5	30	150
Oral Presentation on Behavior Change Project	1	30	30
Written Report on Behavior Change Project	1	150	150
Task Analysis and teaching plan	2	30	60
Interteaching Session	13	10	130
			1000

Letter Grade	Percent	Range
A	90%	900-1000
B	80%	800-899
C	70%	700-799

**Grading Notes:**

1. Dr. Metzger does not round-up, give extra-credit, or curve grades. Your grade is a function of the number of points you earn.
2. Late policy -- unless you have a written doctor's excuse for an extreme illness or a verified death in the family:
  - a. If you miss a quiz, interteaching session, article review or a presentation: there is no make-up of those points.
  - b. Any assignment which is turned in late will be automatically penalized one letter grade; excessive lateness may earn an additional penalty at the discretion of the professor.
  - d. Students who do not show up to take the exams on the specified date will have to make-up the exam during Dr. Metzger's office hours before the next scheduled class.
3. While I strongly believe that reinforcing behaviors is the best way to treat others, I also believe that certain behaviors are not acceptable and should be punished. Any form of cheating, plagiarism, or dishonesty will be severely punished as I do not believe that an individual who makes poor ethical choices should be a member of the teaching or the Behavior Analytic professions.

**Attendance Policy:**

According to University Policy, students will be allowed one class period of an unexcused absence. The student is responsible for making up all missed work and will be held responsible for the material covered during his/her absence. Be aware that the work for most in-class activities can not be made up outside of class time. **There is no need to inform Dr. Metzger of your absence or the reason for the absence.**

**Class Communication:**

The primary form of communication to the class will be through email. It is the student's responsibility to regularly and frequently check their Sam email account. I usually check my email daily, there are times, however, that it may take me a day or two to respond.

**Tentative Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
<b>Class 1 01-16</b>	Review Syllabus Definition and Characteristics of ABA	Text, Chapter 1
<b>Class 2 01-23</b>	Basic Concepts Discuss Behavior Change Project	Text, Chapter 2
<b>Class 3 01-30</b>	Quiz #1 (Chs. 1 & 2) Positive Reinforcement Approval for Behavior Change Project	Study for Quiz Text, Chapter 11
<b>Class 4 02-06</b>	Negative Reinforcement Article Review	Text, Chapter 12 Read Article #1
<b>Class 5 02-13</b>	Quiz #2 (Chs. 11 & 12) Schedules of Reinforcement Application Journal (Ch. 11 & 12)	Study for Quiz Text, Chapter 13 Application Journal #1
<b>Class 6 02-20</b>	Exam 1 (Covers Chapters 1,2,11,&12)	On-Line Exam
<b>Class 7 02-27</b>	Positive Punishment Article Review	Text, Chapter 14 Read Article #2
<b>Class 8 03-05</b>	Quiz #3 (Chs. 13 & 14) Negative Punishment Application Journal (Ch. 13 & 14)	Study for Quiz Text, Chapter 15 Application Journal #2 <b>First Draft: Behavior Change Projects Reports Due</b>
<b>03-12</b>	Spring Break!!!!!!!!!!!!	
<b>Class 9 03-19</b>	Motivating Operations Article Review	Text, Chapter 16 Read Article #3
<b>Class 10 03-26</b>	Quiz #4 (Chs. 15 & 16) Stimulus Control Imitation Application Journal (Ch. 15 & 16)	Study for Quiz Text, Chapter 17 Text, Chapter 18 Application Journal #3
<b>Class 11 04-02</b>	Exam 2 (Covers Chapters 13, 14, 15 and 16)	On-Line Exam
<b>Class 12 04-09</b>	Quiz #5 (Chs. 17 & 18) Shaping Chaining & Task Analysis Application Journal (Ch. 18 and/or 19)	Study for Quiz Text, Chapter 19 Text, Chapter 20 Application Journal #4

		<b>Second Draft: Behavior Change Projects Reports Due</b>
<b>Class 13 04-16</b>	Quiz #6 (Chs. 19 and 20) Extinction Article #4	Text, Chapter 21 Read Article #4
<b>Class 14 04-23</b>	Exam 3 (Covers Chps. 17,18,19 & 20) Differential Reinforcement Application Journal (Ch. 20 & 21)	Study for Quiz Text, Chapter 22 Application Journal #5  <b>Task Analysis Due</b>
<b>Class 15 04-30</b>	Antecedent Interventions Article Review	Text, Chapter 23 Read Article #5
<b>Class 16 05-17</b>	Quiz #7 (Chps. 21,22) Ethics  Behavior Change Project Presentations	Study for Quiz Text, Chapter 29  <b>Final Draft: Behavior Change Projects Reports Due</b>
<b>Final Exam Week</b>	<b>Exam 4 (Covers Chapters 21, 22, 23 and 29)</b>  Behavior Change Project Presentations	

### Performance Matrix

<b>Course Learning Objectives</b>	<b>Activities</b>	<b>Performance Assessment</b>	<b>BACB's Standard(s)</b>
1. Define, provide original examples of and implement the basic principles of Applied Behavior Analysis.	<ul style="list-style-type: none"> <li>• Interteaching</li> <li>• Lecture</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> <li>• Application journals</li> </ul>	2-2 9-2a
			2-3 9-2b
			2-4 9-2c
			2-5 9-2d
			2-6 9-3a
			3-1 9-3b
			3-2 9-3c
			3-3 9-4a
			3-4 9-4b
			3-5 9-5
			3-6 9-6
3-7 9-7			
3-8 9-8			
3-9 9-9			
3-10 9-10			
3-11 9-11			

			3-12 9-12 3-13 9-13 3-14 9-17 3-15 9-23 3-16 9-25 3-17 9-26 3-18 9-27 3-19 9-28
2. Read and interpret original research.	<ul style="list-style-type: none"> <li>•Class discussion</li> <li>•Behavior change project</li> </ul>	<ul style="list-style-type: none"> <li>• Article discussion questions</li> <li>• Behavior change project rubric</li> </ul>	2-7
3. Design, implement and evaluate a behavior intervention based on behavior analytic procedures and methods	<ul style="list-style-type: none"> <li>•Behavior change project</li> </ul>	<ul style="list-style-type: none"> <li>• Behavior change project rubric</li> <li>• Behavior change project presentation rubric</li> </ul>	9-2a 8-2 9-2b 8-3 9-2c 8-4 9-2c 8-5 9-3a 9-3b 7-1 9-3c 7-2 9-4a 7-4 9-4b 7-6 9-5 9-6 1-4 9-7 1-8 9-8 1-9 9-9 9-10 9-11 9-12 9-13 9-17 9-23 9-25 9-26 9-27 9-28
4. Conduct a task analysis and design an intervention based upon the results of the assessment.	<ul style="list-style-type: none"> <li>•Task analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Task analysis rubric</li> </ul>	8-1 8-2 8-3 8-4

5. Conduct the practice of ABA according to ethical guidelines	<ul style="list-style-type: none"> <li>• Interteaching</li> <li>• Lecture</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Exams</li> <li>• Application journals</li> </ul>	<p>1-1 1-2 1-3 1-4 1-5a 1-5b 1-5c 1-6 1-7 1-9</p>
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**Internet Address for the Behavior Analysis Certification Board’s Standards:**  
<http://www.bacb.com/>

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

**AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.