

SPD 538: PRACTICUM IN APPLIED BEHAVIOR ANALYSIS

SPD 538 is a required course for the Master's Degree in Special Education and provides supervised field experience in Applied 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:

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Teacher Education Center 151
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Location / Time:

Teacher Education Center, 113
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Group Supervision: TBA
Individual Supervision: TBA

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Text/Readings:

Austin, J. & Carr, J. E. (2000). *Handbook of applied behavior analysis*. Context Press: Reno, Nevada.

Course Description:

This course provides supervised field-based experience in the application of the principles of Behavior Analysis. Supervision will occur twice a week; once in a group format and once on an individual basis.

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor so that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Students with physical disabilities may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

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 instructor makes a mistake and/or forgets something in the running of the class, please let me know.
6. Please arrive on time and stay until class is dismissed.

Course Learning Objectives

1. Apply ethical principles to the practice of Applied Behavior Analysis
2. Conduct formal and informal assessments such as Functional Behavior Assessment, probe test, or reinforcer assessment
3. Collect baseline and intervention data; graph data; interpret data and modify instructional practice based upon data
4. Select appropriate interventions
5. Demonstrate competence in the application of Behavior Analytic principles
6. Collaborate in the provision of Behavior Analytic services; supervise the provision of Behavior Analytic services; train in the implementation of Behavior Analytic services.

Course Format:

This course will be taught through group discussion of clinical issues and the application of Behavior Analysis to a variety of settings, individual feedback regarding on the student’s actual application in the field, and supplemental use of Blackboard.

Class Schedule:

The class will consist of two distinct components: Group and individual supervision.

Group Supervision: Class time will be spent in an informal discussion of clinical issues from the student’s field experience and the text.

Individual Supervision: Will occur on a monthly rotation between Dr. Metzger and Dr. Moran (see schedule.) The supervision will rotate between: one week the supervisor will watch a video of the student and then following week the student will call the supervisor or meet in person and discuss the student’s performance in the video.

It is the student’s responsibility to:

- a. Send Dr. Moran/Dr. Metzger a disk(s) with at least 1 hour of video. Write the date of the video on it with a CD/DVD marker, your name, and SHSU. The student should send with each video the following information: The context of your activity, the population and your goals (e.g., what are you attempting to show skills in.) It is the student’s

- responsibility to make sure the video is given to the supervision with sufficient time for the supervisor to view it (a last 1 week prior to the scheduled phone supervision.)
- b. Sam Houston State University has generously provided video equipment to students. The student must sign the equipment out. The student will not receive a grade for the course unless the equipment is returned and returned in good working order. The student is responsible for buying disks for the video camera.
 - c. It is the student's responsibility to schedule a time for an individual supervision that is mutually agreeable. The student must give a schedule with your available times to each supervisor.
 - d. It is the student's responsibility to make sure that there is accurate documentation of their field work experience. The student should retain a copy of his/her supervision forms as well as their log of hours.
 - e. Dr. Moran will send Dr. Metzger BACB supervision forms at the end of each supervision period. Dr. Metzger will make copies and pass a copy to the student. Dr. Metzger will also make copies for student's under her individual supervision. It is the student's responsibility to give Dr. Metzger a copy of the log of hours at the end of each supervision period.

Discussion Questions:

For each week's assigned reading, the student will send a minimum of 5 discussion questions to the designated leader for that week as well as a copy to Dr. Metzger. Student's will be graded on thoughtfulness of the question, the question's potential to promote discussion, and evidence that s/he has carefully read the assigned chapter. Note that discussion leader is exempt from submitting individual questions.

The discussion questions are due to the discussion leader the Saturday night before class.

Discussion Leader:

The discussion leader has two responsibilities: (1) to take everyone's discussion questions and select which ones will be used as the basis of our discussion and (2) lead the group discussion. The discussion of the chapter should only take about 15-20 minutes of the class at most, so limit the questions you select.

The final discussion questions are due to Dr. Metzger by Tuesday morning of class by 9:00 am.

| Task | Number | Points | Total Points |
|--|---------------|---------------|---------------------|
| Discussion Questions | 15 | 10 | 150 |
| Discussion Leader | 1 | 100 | 100 |
| Class Participation | 2 | 200 | 400 |
| Competent Demonstration of at least 40% Skills from BACB Task List | 1 | 350 | 350 |
| | | | 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. Turning in discussion questions late will result in a penalty of 5 points.
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. 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.

Tentative Class Schedule

| Date | Meeting Location | Activities | Assignments |
|--------------------------|---|---|--------------------|
| Class 1 08-21 | Meet at Conroe Library 5:00 – 6:00 Early Group 6:10 – 7:10 Late Group | Syllabus Assign Supervision Schedule BCBA Supervision Form BCBA Experience requirements Field Experience Skills and BACB Task List | Read BCBA Handouts |

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|---------------------------|--|--|--------------------------------|
| Class 2 08-28 | Meet at Conroe Library 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues | Austin & Carr, Introduction |
| Class 3 09-04 | Meet at Conroe Library 4:30 – 5:30 Early Group 5:35 – 6:35 Late Group | Discuss Clinical Issues Discussion Leader: Roni | Austin & Carr, Chapter 1 |
| Class 4 09-11 | Meet at Conroe Library (Big Room) 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Sarah | Austin & Carr, Chapter 2 |
| Class 5 09-18 | Meet at Lonestar Elementary in the Library 4:30 – 5:30 Early Group 5:40 – 6:40 Late Group | Discuss Clinical Issues Discussion Leader: Pat | Austin & Carr, Chapter 3 |
| Class 6 09-25 | Meet at Conroe Library 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Valerie | Austin & Carr, Chapter 4 |
| Class 7 10-02 | Meet at Lonestar Elementary in the Library 4:30 – 5:30 Early Group 5:40 – 6:40 Late Group | Discuss Clinical Issues Discussion Leader: Allison | Austin & Carr, Chapter 6 |
| Class 8 10-09 | Meet at Conroe Library (Big Room) 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Karrie | Austin & Carr, Chapter 7 |
| Class 9 10-16 | Meet at Conroe Library 5:00 – 6:00 Early Group 6:00 -7:00 Late Group | Discuss Clinical Issues Discussion Leader: Jessica | Austin & Carr, Chapter 8 |
| Class 10 10-23 | Meet at Conroe Library (Big Room) 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Shelley | Austin & Carr, Chapter 9 |
| Class 11 10-30 | Meet at Conroe Library 4:30 – 5:30 Early Group 5:35 – 6:35 Late Group | Discuss Clinical Issues Discussion Leader: Courtney | Austin & Carr, Chapter 10 |
| Class 12 11-06 | Meet at Lonestar Elementary in the Library 4:30 – 5:30 Early Group 5:40 – 6:40 Late Group | Discuss Clinical Issues Discussion Leader: Jeanine | Austin & Carr, Chapter 12 |
| Class 13 11-13 | Meet at Conroe Library 4:30 – 5:30 Early Group 5:45 – 6:45 Late Group | Discuss Clinical Issues Discussion Leader: Charish | Austin & Carr, Chapter 13 |

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| Class 14 11-20 | Meet at Conroe Library (Big Room) 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Abdul | Austin & Carr, Chapter 15 |
| Class 15 11-27 | Meet at Conroe Library (Big Room) 4:30 – 5:30 Early Group 5:45 – 6:45 Late Group | Discuss Clinical Issues Discussion Leader: Janett | Austin & Carr, Chapter 16 |
| Class 16 12-04 | Meet at Conroe Library (Big Room) 4:00 – 5:00 Early Group 5:00 – 6:00 Late Group | Discuss Clinical Issues Discussion Leader: Sara Beth | Austin & Carr, Chapter 17 |
| Final Exam Week 12-11 | Meet at Conroe Library (Big Room) 4:30 – 5:30 Early Group 5:45 – 6:45 Late Group | Discuss Clinical Issues Discussion Leader: Russ | Austin & Carr, Chapter 20 |
| TBA | Meet at Dr. Metzger's House 5:30 – 6:30 Early Group 7:00 – 8:00 Late Group | Discuss Clinical Issues Discussion Leader: Joanne | Austin & Carr, Chapter 12 |

Performance Matrix

| Course Learning Objectives | Activities | Performance Assessment | BACB's Standard(s) |
|--|--|--|--|
| 1. Apply ethical principles to the practice of Applied Behavior Analysis | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | 1-1 1-2 1-3 1-4 1-5a 1-5b 1-5c 1-6 1-7 1-8 1-9 1-10 1-11 1-12 |

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|--|--|--|--|
| <p>2. Conduct formal and informal assessments such as Functional Behavior Assessment, probe test, or reinforcer assessment</p> | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | <p>4-1 4-2a 4-2b 4-3a 4-3b 4-4 4-5a 4-5b 4-6a 4-6b</p> |
| <p>3. Collect baseline and intervention data; graph data; interpret data and modify instructional practice based upon data</p> | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | <p>6-2 6-4 6-5 6-6 6-7 6-8 6-9 6-11 6-12 6-13 6-14 7-1 7-2 7-4 7-6</p> |
| <p>4. Select appropriate interventions</p> | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | <p>8-1 8-2 8-3 8-4 8-5 8-6 8-7 8-8</p> |

| | | | |
|---|--|--|---|
| <p>5. Demonstrate competence in the application of Behavior Analytic principles</p> | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | <p>9-1 9-2a 9-2b 9-2c 9-2d 9-3a 9-3b 9-3c 9-4a 9-5 9-6 9-7 9-8 9-9 9-10 9-11 9-12 9-13 9-14 9-15 9-16 9-17 9-18 9-19 9-20 9-21 9-22 9-23 9-24 9-25 9-26 9-27 9-28 9-29</p> |
| <p>6. Collaborate in the provision of Behavior Analytic services; supervise the provision of Behavior Analytic services; train in the implementation of Behavior Analytic services.</p> | <ul style="list-style-type: none"> • Field Experience • Group Supervision • Individual Supervision • HABA readings | <ul style="list-style-type: none"> • BACB Supervision Form • BACB Task List • Class Participation | <p>10-1 10-2 10-3 10-4 10-5 10-6</p> |

Internet Address for the Behavior Analysis Certification Board's Task List:
<http://www.bacb.com/>