Syllabus: SPED 5050
Applied Behavior Analysis II: Applications
Spring 2014 EXTENSION

Credits: 3
Time: Wednesday 7:15 – 9:45 p.m.
Broadcast Location: ED 132 USU Logan

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Office Hours: Mon., Tues., & Fri. 9:00-5:00; Wed. and Thurs. 1 pm-5 pm or by appointment

Course Overview and Goals:
This course provides in-depth examination of functional behavior assessment (interview and observation procedures), functional analysis (development of hypotheses based on functional assessment data), behavioral intervention based on functional equivalence, punishment and ethical issues related to implementation, policies governing use of punishment and other behavioral interventions, and assessment/intervention for students with autism and emotional disturbance/behavior disorders.

The overarching goal of the course is for the student to implement and analyze a behavior intervention plan based on a functional behavior assessment with a student in an applied setting. Related goals include (a) monitoring a behavioral intervention and refining it if necessary, (b) analyzing cases and suggesting interventions based on functional analysis, (c) becoming familiar with Utah State Board of Education guidelines regarding least restrictive behavioral intervention, (d) discussing issues related to punishment and policies regulating its use, and (e) becoming conversant with topics such as response cost, over-correction, and other punishment interventions; generalization, fading, self-regulation, and other maintenance interventions.

Prerequisite Concepts and Applications:
Below is a list of concepts, applications, and procedures considered prerequisite to this course. These topics should be thoroughly reviewed prior to beginning this course.
- Positive and negative reinforcement.
- Extinction and differential reinforcement.
- Stimulus control.
- Setting events.
- Antecedent changes and establishment of positive learning environments.
- Recording methods: frequency, partial/whole interval, time sampling.
- Methods for visually and descriptively analyzing graphic data.
- Components of an A-B graph.
- Stimulus preference assessment.
- Excel graphing procedures.
Course Objectives:
Objectives for this course are cross-referenced to The Council for Exceptional Children (CEC) Knowledge and Skill Standards of 2012 (http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf) Upon completion of this course, students who receive a “C” grade or better will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standard*</th>
<th>Assessment of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select and use technically sound informal assessments that minimize bias.</td>
<td>4.1</td>
<td>Assignment 1, Test 1</td>
</tr>
<tr>
<td>2. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.</td>
<td>4.2</td>
<td>Assignment 2 and 4, Test 1</td>
</tr>
<tr>
<td>3. Use multiple types of assessment information in making decisions about individuals with exceptionalities.</td>
<td>4.3</td>
<td>Assignment 1, Test 1</td>
</tr>
<tr>
<td>4. Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.</td>
<td>4.3</td>
<td>Assignment 3, Test 1</td>
</tr>
<tr>
<td>5. Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.</td>
<td>5.1</td>
<td>Test 1</td>
</tr>
<tr>
<td>6. Use strategies to enhance language development and communication skills of individuals with exceptionalities.</td>
<td>5.4</td>
<td>Assignment 3, Test 1</td>
</tr>
<tr>
<td>7. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.</td>
<td>2.2</td>
<td>Assignment 3, Test 1</td>
</tr>
<tr>
<td>8. Intervene safely and appropriately with individuals with exceptionalities in crisis.</td>
<td>2.3</td>
<td>Assignment 3, Test 2</td>
</tr>
<tr>
<td>9. Use professional Ethical Principles and Professional Practice Standards to guide their practice.</td>
<td>6.1</td>
<td>Test 2</td>
</tr>
</tbody>
</table>

General Expectations of Students Enrolled in Sp. Ed. 5050:
1. Assignments are to be turned in at the beginning of class time (7:15 p.m.) on the date they are due. Late assignments will be assessed a 30% penalty for up to 7 calendar days. Assignments submitted more than 7 calendar days after the due date will receive a score of zero. If a student anticipates being unable to submit an assignment by the due date for reasons beyond the student’s control, she/he must contact the course instructor (not a teaching assistant) before the due date to seek approval for a time-limited extension. It is the student’s responsibility – not the instructor’s responsibility – to initiate request for extension.

2. (a) No student shall represent, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own for any assignment. This applies to papers similar or identical to papers submitted by other students in this class or other classes. This also applies to responses to test questions. Other than in-class activities, there are no group assignments, therefore, no work
that is identical or similar to the work of other students should be submitted. Work that is identical or similar to the work of other students will be scored “zero” and result in a conference with the course instructor regarding additional penalties, such as termination from the course. See The Code of Policies and Procedures for Students at Utah State University, Section V-3A Academic Integrity – The Honor System, #3.

(b) No student shall falsify any information or citation in an academic activity, including data recorded on student behavior. Work that involves falsification will be scored “zero” and result in a conference with the course instructor regarding additional penalties, such as termination from the course. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #2.

(c) No student shall engage in any other activity interpreted by the instructor or teaching assistants as meeting the definition of academic dishonesty as described in Section V-3A Academic Integrity – The Honor System. Academic dishonesty will result in termination from the course.

A Note on Academic Honesty and Appropriate Student Collaboration:

I expect and encourage group work in many course activities; however, in this class in the past there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work is defined as that which takes advantage of consultation with your peers, providing you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product.

Consulting with other students about technical problems that you have with assignments is legitimate and encouraged. Giving and receiving suggestions about ways to complete individual assignments in legitimate and encouraged. Copying someone else's assignment and changing some of the wording is not legitimate; it is cheating. Completing the assignments as a group project is not legitimate; it is cheating. You must make your own decisions about every detail of your assignment. Each assignment must represent your own individual work, not someone else's work.

Cheating/plagiarism is a serious offense that could lead to failing the course and result in disciplinary action from the department and university. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. I am very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

Violations of the Code of Policies and Procedures for Students at Utah State University in regards to course activities will result in immediate implementation of discipline procedures including, but not limited to, recording of a grade of “F” for the course (See Academic Dishonesty, Section VI-1 of Article VI: Discipline).

3. Students are expected to attend class sessions and to remain for the entire scheduled period (7:15 p.m. to 9:45 p.m.) unless previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Class Participation points.
4. It is the student’s responsibility to bring questions regarding scoring of test questions, assignments, and other issues to the instructor. The recognized method of bringing questions to the instructor is to submit them via written note or email. Class time will not be compromised by discussing individual concerns regarding scoring. The written note or email should reference the pages and paragraphs of reading materials justifying the student’s position regarding scoring.

**Required Reading Material:**

**Recommended Reading Materials:**


**Additional readings are posted on the 5050 web site.**

**NOTE:** Currently there are no web-based lectures or exercises.

**Course Requirements:**
• **Two tests** will be scheduled. Each is worth a maximum of 100 points and will cover readings, handouts, and lecture material. Arrange to take both tests at scheduled times. Neither test will be comprehensive, although “synthesis questions” will draw on material from the entire semester. “SYNTHESIS QUESTIONS” will draw on previous material and how it associates with current material. Test 2 will be scheduled during finals week.

Test items will require short answers and will come from the weekly readings and/or lecture. If tests cannot be taken at the scheduled time, arrange with the instructor to take the test prior to the scheduled time. *Students who have not taken the test at the scheduled time and have not pre-arranged with the instructor will receive a score of zero.*

• **Functional Behavior Assessment Training Project**
Each student will be required to complete one functional assessment/behavioral intervention project with an individual in a classroom or other setting. Students will work individually on assignments.

The project will involve working with a student in an applied setting (i.e., school, clinic, home, or other) to (1) conduct a brief functional assessment interview, stimulus preference assessment, and observation, (2) generate a hypothesis statement, (3) collect baseline data, (4) design and implement an intervention to teach a functional “replacement behavior”, (5) fill out forms, and (6) and write a summary report describing the project.
This project will be semester-long and students will hand in portions throughout the semester (see ASSIGNMENTS on the course schedule). If assignments cannot be submitted at the scheduled time, make arrangements with the instructor. Without prior arrangements with the instructor, assignments submitted after 7:15 p.m. on the due date will be scored according to a 30% penalty for up to 7 calendar days, and subsequently will be scored zero.

For all assignments turned in electronically, submissions must be in the form “LastnameAssignmentNumber-5050.doc.” For example, “DoeA1-5050.doc”

- **Resubmitted Assignments**
  On some occasions, the instructor will ask students to revise and resubmit an assignment because of issues that would normally result in substantial loss of points. Resubmitted assignments will be considered for a maximum of 80% of the original points up to seven calendar days after the due date/time (i.e., 7:15 p.m. the following week). After seven days, resubmitted assignments will not be considered for points, but must be submitted to the instructor for permission to continue in the Functional Behavior Assessment Training Project.

- **Participation and Class Demeanor**. Participation and class demeanor is worth a maximum of 40 points. The instructor expects that each student will actively participate in class discussion.

  **Participation is defined as** occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

  **Courteous demeanor is defined as** (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during lecture or class discussion. Participation and class demeanor are worth a maximum of 40 points assigned at the end of the semester. **Ringing cell phones, talking on cell phones, text messaging, surfing the Internet on laptops or cell phones, and similar activities will result in forfeiture of ALL points.** Turn cell phones off at the start of class. “Table talk” at sites is discouraged. Students should discuss class-related topics with the instructor and other sites. **Report disruptive table talk to the instructor in an email.** These and other discourteous behaviors including arriving late, leaving early, or talking to classmates during lecture/discussion, will result in forfeiture of ALL points.

Absences: Contact the instructor – (bob.morgan@usu.edu, 435 797-3251) prior to scheduled class time. Students are expected to attend class sessions and to remain for the entire scheduled period (7:15 pm to 9:45 pm) unless previous arrangements are approved by the instructor. Unless approved by the instructor, students should not arrive late to class. Late arrival will result in forfeited Participation points.

<table>
<thead>
<tr>
<th>Evaluation Procedures</th>
<th>Max. Points Possible</th>
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</thead>
<tbody>
<tr>
<td>In-class activities (6 x 5 points ea.)</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>20</td>
</tr>
<tr>
<td>Assignment 5 (summary report)</td>
<td>100</td>
</tr>
<tr>
<td>Tests (2@ 100 points each)</td>
<td>200</td>
</tr>
</tbody>
</table>
Participation and class demeanor
TOTAL POINTS POSSIBLE

• **5050 Grading System**

<table>
<thead>
<tr>
<th>Total Pts</th>
<th>Percent</th>
<th>Grade</th>
<th>Total Pts</th>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>423 - 450</td>
<td>94 - 100</td>
<td>A</td>
<td>342 - 354</td>
<td>76 - 78</td>
<td>C</td>
</tr>
<tr>
<td>409 - 422</td>
<td>91 - 93</td>
<td>A-</td>
<td>328 - 341</td>
<td>73 - 75</td>
<td>C-</td>
</tr>
<tr>
<td>396 - 408</td>
<td>88 - 90</td>
<td>B+</td>
<td>315 - 327</td>
<td>70 - 72</td>
<td>D+</td>
</tr>
<tr>
<td>382 - 395</td>
<td>85 - 87</td>
<td>B</td>
<td>301 - 314</td>
<td>67 - 69</td>
<td>D</td>
</tr>
<tr>
<td>369 - 381</td>
<td>82 - 84</td>
<td>B-</td>
<td>below 301</td>
<td>below 67</td>
<td>F</td>
</tr>
<tr>
<td>355 - 368</td>
<td>79 - 81</td>
<td>C+</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Given prior notification, the instructor for this course will assist the Disability Resource Center (DRC) in making disability-related accommodations for qualified students. However, it is the responsibility of the student to notify the instructor of requested accommodations at the beginning of the semester. All accommodations must be coordinated through the DRC located in the Taggart Student Center, Room 104 (797-2444).
USU INCOMPLETE POLICY
Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES
If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation. All accommodations must be coordinated through the DRC located in the Taggart Student Center, Room 104 (797-2444).

DEPARTMENT POLICIES

GRADING GUIDELINES
1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY
Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS (Effective Fall 1994)
1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for certification within 12 months of graduating, may be subject to additional coursework prior to recommending certification.
BACKGROUND CHECK
As a result of a legislative mandate, there is a new requirement for all students planning on obtaining a teaching certificate in Utah. All students must have a background check completed prior to their student teaching experience. To expedite this process, we are asking that all students planning on student teaching Fall or Spring Semester submit their completed background check forms to the Office of Teacher Certification, Jones Education Building, Room 103. Note deadlines for submission. The forms are available in Room 103.