

Behavioral Assessment and Intervention Strategies
Course 1002
(4 credits)

A. Course Description

This course will cover theories of applied behavior analysis (including behavior change techniques such as shaping and extinction) and prepare students to observe, measure, and analyze behavioral data in home, school, and community settings. Students will learn the basics of behavioral assessment, including identifying and defining target behaviors, and conducting descriptive and functional analysis. Throughout the course, students will have several opportunities to practice collecting data in and out of class.

B. Course Objectives

Upon completion of this course, students will be able to:

1. Identify and define target behaviors;
2. Understand and use the various descriptive analysis methods;
3. Understand how to conduct a functional behavior assessment;
4. Select appropriate response measures;
5. Define and use extinction and shaping to change behavior;
6. Define and use stimulus control methods to change behavior.
7. Observe and collect behavioral data from various sources, including in-vivo and video;
8. Design data collection systems;
9. Identify the factors that affect reliable data collection;
10. Incorporate reliability measures within data collection systems;
11. Calculate interobserver agreement;
12. Use equal-interval graphs, cumulative records, and scatter plots to display and interpret data;

C. Course Requirements

Students are expected to participate during in-class discussions and group activities. As such, 90% attendance is required. Additional course requirements include:

- Chapter Study Guides: Students define terms and answer questions while reading assigned chapters from required texts.
- Topic Worksheets: Students complete worksheets either as homework or in-class activities. The worksheets are intended to facilitate learning of the topics presented in the readings.
- Flashcards: Students complete flashcards with terms and definitions. During each class, time will be devoted to flashcard review.

- In-Class/Homework Assignments: Throughout the class, students have several opportunities, both in and outside of class, to practice identifying and defining target behaviors as well as collecting and assessing behavioral data.

D. Evaluation

Course Grading:

- 10% in-class participation (i.e., discussions, group activities)
- 20% quizzes
- 20% homework assignments
- 25% midterm
- 25% final

E. Methodology

The course consists of discussion, in-class activities, homework assignments, and quizzes. There are a limited number of lectures. All lectures, activities, assignments, and quizzes are based on assigned readings. In addition, students are required to make flashcards of the terms and concepts learned in class. Each week, class time will be devoted to flashcard review.

F. Topical Outline

Topic Area	Readings Due	Assignments Due
<ul style="list-style-type: none"> • Overview of Course • Student Introductions • Pre-Test 		
TOPIC 1: Identifying and Defining Target Behaviors	<ul style="list-style-type: none"> • Cooper Ch. 3 	<ul style="list-style-type: none"> • Cooper Ch. 3 Key Terms • Review BACB Task List Content Area 1, 8 & 6 • Introduction to Identifying and Prioritizing Target Behaviors Discussion Questions
TOPIC 2: Functional Behavior Assessment <ul style="list-style-type: none"> • Functional Behavior Assessment Quiz 	<ul style="list-style-type: none"> • Cooper Ch. 24 • M&P Ch. 22 • Iwata, Dorsey, Slifer, Bauman & Richman article 	<ul style="list-style-type: none"> • Cooper Ch. 24 Key Terms • Review BACB Task List Content Area 4

<p>TOPIC 3: Designing Data Collection Systems</p> <ul style="list-style-type: none"> Reliable data collection Interrater reliability Graphing data for interpretation 	<ul style="list-style-type: none"> Cooper Ch. 5 M&P Ch. 20 & 21 Repp et al article Articles TBA 	<ul style="list-style-type: none"> Cooper Ch. 5 Key terms Review BACB Task List Content Area 6 Cooper Ch. 5 Study Guide
<p>TOPIC 4: Measuring Behavior</p> <ul style="list-style-type: none"> Measuring Behavior Quiz 	<ul style="list-style-type: none"> Cooper Ch. 4 	<ul style="list-style-type: none"> Cooper Ch. 4 Key Terms Review BACB Task List Content Area 6
<p>TOPIC 5: Extinction, Shaping, and Differential Reinforcement</p>	<ul style="list-style-type: none"> Cooper Ch. 19, 21, & 20 M&P Ch. 10 	<ul style="list-style-type: none"> Cooper Ch. 19, 21, & 20 Key Terms
<p>TOPIC 6: Stimulus Control</p>	<ul style="list-style-type: none"> Cooper Ch. 17 M&P Ch. 17 & 18 	<ul style="list-style-type: none"> Cooper Ch. 13 Key Terms
<p>TOPIC 7: Motivation and Behavior Modification</p> <ul style="list-style-type: none"> Cognitive behavior modification 	<ul style="list-style-type: none"> M&P Ch. 19 & 27 	<ul style="list-style-type: none"> TBA
<p>TOPIC: 8 Behavior Change</p> <ul style="list-style-type: none"> Escape and avoidance Respondent conditioning Respondent and operant conditioning together 	<ul style="list-style-type: none"> M&P Ch. 13, 14, & 15 	<ul style="list-style-type: none"> TBA

G. Course Format

Classes are held for four hours one evening a week for 11 weeks.

H. Texts and Required Readings

Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis*. New Jersey: Prentice Hall.

Martin, G.L., & Pear, J. (2007). *Behavior modification: What it is and how to do it*. New Jersey: Prentice Hall.

Journal Articles:

Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis*, 27, 197 – 209.

Repp, A. C., Nieminen, G. S., Olinger, E., & Brusca, R. (1988). Direct observation: Factors affecting the accuracy of observers. *Exceptional Children*, 55, 29–36.

Additional readings TBA.