



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): SSIS	Academic Organization (Department): Psychology	Date: 05/03/07
Type of Course Proposal: New ___ Change X Deletion ___	Department Chair: Bruce Behrman	Submitted by: Caio Miguel
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <u>X</u> No ___	For Catalog Copy: Yes <u>X</u> No ___ CCE: Yes <u>X</u> No ___	Semester Effective: Fall <u>X</u> Spring <u>X</u> , 20_08__

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	PSYC 284
This Catalog Number (course number) is being replaced:	PSYC 284

Change from:

Subject Area (prefix) & Catalog No. (course no.): PSYC 284	Title: Advanced Applied Child Psychology	Units: 4
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Change to:

Subject Area (prefix) & Catalog No. (course no.): PSYC 284	Title: Assessment and Treatment of Behavior Problems	Units: 4
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JUSTIFICATION:

The previous course title "Advanced Applied Child Psychology" does not represent the course content accurately. The course description is being slightly updated to represent changes necessary to fulfill the course requirements for graduate courses in ABA suggested by the Behavior Analysis Certification Board® (BACB).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/aca/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

PSYC 284. Assessment and Treatment of Behavior Problems. Advanced study and practical experience in application and teaching of behavior analytic methods of assessment, data collection, program construction and evaluation for a variety of behavior problems. Students will become proficient in conducting functional analyses, positive programming, and constructing and implementing behavior intervention programs for behavior excesses (consistent with State of California laws) including, antecedent manipulations, differential reinforcement schedules, functional communication training, and response cost. They will be required to develop didactic skills with respect to these various programs. Lecture three hours; Lab three hours. **Prerequisite:** Graduate status and instructor permission. **Graded:** Graded Student. **Units:** 4.0.

Note:	
Prerequisite: PSYC 271	
Enforced at Registration: Yes ___ No <u>X</u>	
Corequisite:	
Enforced at Registration: Yes ___ No ___	
CAN (California Articulation Number):	
Graded: Letter <u>X</u> Credit/No Credit ___	Instructor Approval Required? Yes <u>X</u> No ___
Course Classification (e.g., lecture, lab, seminar, discussion): Lecture plus Lab	Title for SIS+/CMS (not more than 30 characters)

Cross Listed?
Yes ___ No X

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

Students will be able to:

1. Evaluate the clinical and/or applied significance of intervention effects
2. Become proficient in positive programming
3. Constructing and implement behavior intervention programs for behavior excesses (consistent with State of California laws) including, antecedent manipulations, differential reinforcement schedules, functional communication training, and response cost.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

There will be 12 quizzes, each worth 10 points. Quizzes will consist of short answer essay questions (Outcomes 1-3)

Students will be evaluated on a functional behavioral assessment and behavior intervention plan, worth 120 points (Outcomes 1-3)

Students will be evaluated on a critical review of a peer-reviewed research article, worth 40 points (Outcome 1)

Students will participate in class discussions about the course readings (Outcome 1)

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___

If yes, identify program(s): Graduate degree in Psychology (Behavior Analysis track)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

If yes, attach a description of resources needed and verify that resources are available.

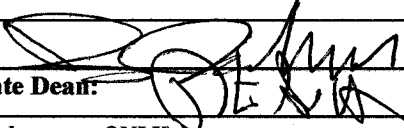
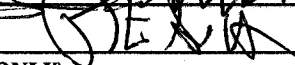
Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair:		NOV 16, 07
College Dean or Associate Dean:		12-4-07
CPSP (for school personnel courses ONLY)		
Associate Vice President and Dean for Academic Programs		

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

PSYCH 284: Applied Child Psychology
Spring, 2007

Instructor: Becky Penrod, Ph.D., BCBA
Email Address: penrodb@csus.edu
Office Hours:
Class Time:
Lab:

Office Phone: 916-278-6457
Office Location: AMD 361A

Class Location:
Lab Location:

CATALOG DESCRIPTION

Prerequisites: PSYC 271. Advanced study and practical experience in application and teaching of behavior analytic methods of assessment, data collection, program construction and evaluation for a variety of behavior problems. Students will become proficient in conducting functional analyses, positive programming, and constructing and implementing behavior intervention programs for behavior excesses (consistent with State of California laws) including, antecedent manipulations, differential reinforcement schedules, functional communication training, and response cost. They will be required to develop didactic skills with respect to these various programs. Lecture: three hours; Lab: three hours.

GENERAL STATEMENT OF GOALS

The purpose of this course is to provide a foundation in the functional behavioral assessment and intervention model for dealing with severe behavior problems.

The course content is based on current state-of-the-art procedures in the functional behavioral assessment and intervention model. Readings and class discussions will provide a strong foundation in the three general approaches currently utilized to assess behavior problems (Indirect or Anecdotal methods, Descriptive Analyses, and Functional or Experimental Analyses). In addition, students will learn how to utilize information from such assessments to develop and implement function-based interventions for behaviors maintained by positive, negative, and automatic reinforcement (specifically antecedent manipulations, extinction, and differential reinforcement procedures). Methods for promoting generalization and maintenance of behavior change, and current issues within school settings will also be discussed. In the latter part of the course, special topics will be discussed including, interventions for autism spectrum disorders, pediatric behavior problems, and feeding disorders. By conducting a case study, students will be able to apply the functional behavioral assessment and intervention model, identify difficulties with respect to implementation, and determine areas of personal strengths and weaknesses in their assessment and intervention skills. In addition, students will develop a research proposal related to one of the above mentioned content areas.

REQUIRED TEXT AND ADDITIONAL READINGS

- (1) Chandler, L. K., & Dahlquist, C. M. (2002). Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings.
- (2) Bailey, J. S. & Burch, M. R. (2005). Ethics for Behavior Analysts: A Practical Guide to the Behavior Analyst Certification Board Guidelines for Responsible Conduct. NY: LEA
- (3) Reading Packet
- (4) Students will be expected to access articles from the *Journal of Applied Behavior Analysis* on-line.
 - a. Go to <http://seab.enrmed.rochester.edu/jaba/>
 - b. Under the table of contents, click on the link that says "electronic copies of the back issues of JABA."
 - c. Along the left-hand side, find the correct volume and year, then select the issue that includes the page numbers of the article you're looking for.

*** It is highly recommended that students print the article so that they can make reference to the article in class and mark on the article.

CLASS FORMAT

Class time will be devoted to lecture/discussion and/or practice of assessment and intervention skills. Lectures will provide an overview of the topic or supplementary information related to but not included in the readings. Students will be required to be an active participant in class discussions. Both small group and large group discussion and practice formats will be used. Students may be called on to provide an oral summary and critique of one of the assigned readings or to demonstrate a specific skill.

COURSE REQUIREMENTS

1. Regular attendance in class, participation in role-plays, class presentations and discussions.
2. Completion of reading assignment BEFORE each class.
3. Conduct a Functional Behavioral Assessment and develop a Behavior Intervention Plan.
4. Article Review

ASSESSMENT AND GRADING PROCEDURES

Multiple modes of assessment are utilized in this class (quizzes on readings, evaluation of functional behavioral assessment and behavioral intervention plan, evaluation of research proposal, and participation in role-plays and class discussions).

Overall grading for course is described below:

- | | |
|---|------------------|
| 1. Lab discussions | 60 pts. |
| 2. Quizzes (1-12) | 120 pts. |
| 3. Functional Behavioral Assessment & Intervention Plan | 120 pts. (Total) |

5. Article Review 40 pts.

6. Presentation of Article Review 10 pts.

Grades: A = 350 – 328; A- = 327 – 314; B+ = 313 – 303; B = 302 – 293; B- = 292 – 279;
C+ = 278 – 268; C = 267 – 258

Lab discussions: Students are expected to participate in discussions, exercises, and presentations. Five points for each lab.

Quizzes: A quiz consisting of short answer, essay questions on the assigned readings and lecture material will be given at the end of each class. Each quiz is worth 10 pts.

Functional Behavioral Assessment and Intervention Plan: Students are expected to conduct a functional behavioral assessment and develop a behavior intervention plan for an individual who is exhibiting severe behavior problems. An outline of the project requirements is contained at the end of this syllabus. The project is worth 120 pts.

Article Review: Students are expected to review a recent research article related to an applied topic. The review should consist of a summary of the article, a description of the strengths and limitations, and a clearly articulated idea for future research. The article review should be 3-5 pages, double-spaced. The review is worth 40 pts.

Presentations: Students will be expected to give a power point presentation of their article review, worth 10 pts.

STUDENTS WITH DISABILITIES

If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, 916-278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.

SAMPLE CLASS SCHEDULE

- 1/29/07** **Course Overview and Expectations**
Introduction to Functional Behavioral Assessment Model
- 2/5/07** **Challenging Behavior and the Functional Assessment and Intervention Model**

Assigned Readings:

- 1) C&D Chapters 1-3
- 2) Iwata, B. A., Kahng, S., Wallace, M. D., & Lindberg, J. S. (2000). The functional analysis model of behavioral assessment. In J. Austin & J. E. Carr (Eds.), *Handbook of applied behavior analysis*. Reno, NV: Context Press.

In-class Assignment: Quiz

- 2/12/07** **Indirect and Descriptive Assessments**

Assigned Readings:

- 1) C&D Chapters 4 & 5
- 2) Kern, L., Dunlap, G., Clarke, S., & Childs, K. E. (1994). Student-assisted functional assessment interview. *Diagnostique*, 19, 29-39.
- 3) Lewis, T. J., Scott, T. M., & Sugai, G. (1994). The problem behavior questionnaire: A teacher-based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique*, 19, 103-115.
- 4) Zarcone, J. R., Rodgers, T. A., Iwata, B. A., Rourke, D., & Dorsey, M. F. (1991). Reliability analysis of the Motivation Assessment Scale: A failure to replicate. *Research in Developmental Disabilities*, 12, 349-360.
- 5) Kahng, S., Iwata, B. A., Fischer, S. M., Page, T. J., Treadwell, K. R. H., Williams, D. E., & Smith, R. G. (1998). Temporal distribution of problem behavior based on scatter plot analysis. *Journal of Applied Behavior Analysis*, 31, 593-604.
- 6) Anderson, C. M., & Long, E. S. (2002). Use of structured descriptive assessment methodology to identify variables affecting problem behavior. *Journal of Applied Behavior Analysis*, 35, 137-154.

In-class Assignment: Quiz, role-play assessment techniques, interpret assessment results

- 2/19/07** **Functional (Experimental) Analysis Basic Paradigm and Interpretation**

Assigned Readings:

- 1) 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. Reprinted from *Analysis and Intervention in Developmental Disabilities*, 2, 3-20.

- 2) Worsdell, A. S., Iwata, B. A., Conners, J., Kahng, S., & Thompson, R. H. (2000). Relative influences of establishing operations and reinforcement contingencies on self-injurious behavior during functional analyses. *Journal of Applied Behavior Analysis*, 33, 451-461.
- 3) Hagopian, L. P., Fisher, W. W., Thompson, R. H., Owen-DeSchryver, J., Iwata, B. A., & Wacker, D. P. (1997). Toward the development of structured criteria for interpretation of functional analysis data. *Journal of Applied Behavior Analysis*, 30, 313-326.

In-class Assignment: Quiz, role-play functional analysis, interpret assessment results

**Assignment Due: Section I: Background information of FBA/BIP

2/26/07 Functional (Experimental) Analysis Methodological and Procedural Variations and How Assessment Leads to Intervention

Assigned Readings:

- 1) Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., Roan, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. *Journal of Applied Behavior Analysis*, 28, 561-576.
- 2) Tarbox, J. Wallace, M. D., Tarbox, R. S. F., Landaburu, H. J., & Williams, W. L. (2004). Functional analysis and treatment of low-rate problem behavior in individuals with developmental disabilities. *Behavioral Interventions*, 19, 73-90.
- 3) Wallace, M. D., & Knight, D. J. (2003). An evaluation of a brief functional analysis format within a vocational setting. *Journal of Applied Behavior Analysis*, 36, 125-128.
- 4) Smith, R. G., & Churchill, R. M. (2002). Identification of environmental determinants of behavior disorders through functional analysis of precursor behaviors. *Journal of Applied Behavior Analysis*, 35, 125-136.
- 5) Edwards, W. H., Magee, S. K., & Ellis, J. (2002). Identifying the effects of idiosyncratic variables of functional analysis outcomes: A case study. *Education and Treatment of Children*, 25, 317-330.
- 6) Smith, R. G., Iwata, B. A., Goh, H. L., & Shore, B. A. (1995). Analysis of establishing operations for self-injury maintained by escape. *Journal of Applied Behavior Analysis*, 28, 515-535.
- 7) C&D Chapter 6

In-class Assignments: Quiz, development of procedural variations based on case studies

3/5/07 Intervention Strategies Related to the Positive Reinforcement Function

Assigned Readings:

- 1) C&D Chapter 7