Course Change Proposal
Form A

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<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>SSIS</td>
<td>Psychology</td>
<td>05/03/07</td>
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<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
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<tbody>
<tr>
<td>New ___ Change X___ Deletion ___</td>
<td>Bruce Behrman</td>
<td>Caio Miguel</td>
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<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
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<tbody>
<tr>
<td>Yes <em>X</em> No ___</td>
<td>Yes <em>X</em> No ___</td>
<td>Fall <em>X</em> Spring <em>X</em>_, 20_08</td>
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<th>CCE:</th>
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<td>Yes <em>X</em> No ___</td>
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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

<table>
<thead>
<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog No. (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>PSYC 284</td>
<td>Advanced Applied Child Psychology</td>
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<td></td>
<td>Units: 4</td>
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<th>Change to:</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog No. (course no.):</td>
<td>Title:</td>
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<tr>
<td>PSYC 284</td>
<td>Assessment and Treatment of Behavior Problems</td>
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<td>Units: 4</td>
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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/f/univmanual/crspls.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 _X_
Corequisite:
Enforced at Registration: Yes ___ No ___
CAN (California Articulation Number):
Graded: Letter _X__ Credit/No Credit ___
Instructor Approval Required? Yes _X__ No ___

Course Classification (e.g., lecture, lab, seminar, discussion):
Lecture plus Lab
Title for SIS+/CMS (not more than 30 characters)
<table>
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<tr>
<th>Cross Listed?</th>
<th>Yes ___ No X ___</th>
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<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
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<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
<th>___ 1 ___</th>
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| 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?
Major in the Dept _X_ 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 _X_ 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 _X_

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: ______________________ Date ______________

College Dean or Associate Dean: ______________________ Date ______________

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


(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.envmed.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  
6. Presentation of Article Review  

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


In-class Assignment: Quiz

2/12/07  Indirect and Descriptive Assessments

Assigned Readings:

1) C&D Chapters 4 & 5


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

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

Assigned Readings:


**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:**


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


**In-class Assignments:** Quiz, Develop BIP for case study

**3/12/07**  
**Intervention Strategies Related to the Negative Reinforcement Function**

**Assigned Readings:**

1) C&D Chapter 8


**In-class Assignments:** Quiz, Develop BIP for case study

**3/19/07**  
**Intervention Strategies Related to the Automatic Reinforcement Function**

**Assigned Readings:**

1) C&D Chapters 9 & 10


*In-class Assignments:* Quiz, Develop BIP based on case study

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**4/2/07**

**Generalization and Maintenance of Behavior Change and School-Based Issues**

*Assigned Readings:*

1) C&D Chapters 11 & 12


*In-class Assignments:* Quiz

***Assignments Due:* Section I & II: Background and FBA portions of FBA/BIP

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**4/9/07**

**Discussion and Concluding Remarks on Challenging Behavior and the Functional Assessment and Intervention Model**

*In-class Assignments:* Student Presentations on BIP (FBA Portion); Parent Q&A Session

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**4/16/07**

**Interventions for Autism Spectrum Disorders**

*Assigned Readings:*


**In-class Assignments:** Quiz

**4/23/07**

**Interventions for Children with ADHD**


*In-class Assignments: Quiz*

***Assignments Due: FBA and BIP (Sections I, II, and III)***

4/30/07  **Feeding Disorders**

*Assigned Readings:*


**In-class Assignments: Quiz**

5/7/07 Eneuresis and Encopresis, Habit Disorders, and Sleep Problems


*In-class Assignments:* Quiz

5/14/07    Article Reviews Due  
            Student Presentations

5/21/07    Remedial Quiz
Functional Behavioral Assessment and Intervention Plan Outline

Section I:
Provide background information on client, demographic information, operational definition of problem behavior, operational definition of replacement behavior, and any other relevant information regarding the context in which the behavior occurs.

Section II:
Dates of assessments, which assessments were included, who, where, and when assessments were conducted, summary of each assessment (graphs if appropriate), and hypothesis regarding function.

Section III:
Behavioral intervention plan including specific procedures (a step by step guide in exactly how to implement plan), a rational for the specific procedures included, data collection forms, who is responsible for implementation, and how will the behavior plan be monitored and by whom. Must have at least one antecedent intervention, one intervention addressing the replacement behavior, and one consequence intervention.

Examples are available for review during office hours.