# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# BACB Task List 5th Edition

**Section 1: Foundations**

A. Philosophical Underpinnings

* A-1 Identify the goals of behavior analysis as a science (i.e., description, prediction, control).
* A-2 Explain the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism).
* A-3 Describe and explain behavior from the perspective of radical behaviorism.
* A-4 Distinguish among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis.
* A-5 Describe and define the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968).

B. Concepts and Principles

* B-1 Define and provide examples of behavior, response, and response class.
* B-2 Define and provide examples of stimulus and stimulus class.
* B-3 Define and provide examples of respondent and operant conditioning.
* **B-4 Define and provide examples of positive and negative reinforcement contingencies.**
* B-5 Define and provide examples of schedules of reinforcement.
* B-6 Define and provide examples of positive and negative punishment contingencies.
* **B-7 Define and provide examples of automatic and socially mediated contingencies.**
* **B-8 Define and provide examples of unconditioned, conditioned, and generalized reinforcers and punishers.**
* B-9 Define and provide examples of operant extinction.
* B-10 Define and provide examples of stimulus control.
* B-11 Define and provide examples of discrimination, generalization, and maintenance.
* B-12 Define and provide examples of motivating operations.
* B-13 Define and provide examples of rule-governed and contingency-shaped behavior.
* B-14 Define and provide examples of the verbal operants.
* B-15 Define and provide examples of derived stimulus relations.

C. Measurement, Data Display, and Interpretation

* **C-1 Establish operational definitions of behavior.**
* **C-2 Distinguish among direct, indirect, and product measures of behavior.**
* **C-3 Measure occurrence (e.g., frequency, rate, percentage).**
* **C-4 Measure temporal dimensions of behavior (e.g., duration, latency, interresponse time).**
* **C-5 Measure form and strength of behavior (e.g., topography, magnitude).**
* C-6 Measure trials to criterion.
* C-7 Design and implement sampling procedures (i.e., interval recording, time sampling).
* C-8 Evaluate the validity and reliability of measurement procedures.
* C-9 Select a measurement system to obtain representative data given the dimensions of behavior and the logistics of observing and recording.
* C-10 Graph data to communicate relevant quantitative relations (e.g., equal-interval graphs, bar graphs, cumulative records).
* C-11 Interpret graphed data.

D. Experimental Design

* D-1 Distinguish between dependent and independent variables.
* D-2 Distinguish between internal and external validity.
* D-3 Identify the defining features of single-subject experimental designs (e.g., individuals serve as their own controls, repeated measures, prediction, verification, replication).
* D-4 Describe the advantages of single-subject experimental designs compared to group designs.
* D-5 Use single-subject experimental designs (e.g., reversal, multiple baseline, multielement, changing criterion).
* D-6 Describe rationales for conducting comparative, component, and parametric analyses.

**Section 2: Applications**

E. Ethics

Behave in accordance with the Professional and Ethical Compliance Code for Behavior Analysts.

* E-1 Responsible conduct of behavior analysts
* E-2 Behavior analysts’ responsibility to clients
* E-3 Assessing behavior
* E-4 Behavior analysts and the behavior-change program
* E-5 Behavior analysts as supervisors
* E-6 Behavior analysts’ ethical responsibility to the profession of behavior analysis
* E-7 Behavior analysts’ ethical responsibility to colleagues
* E-8 Public statements
* E-9 Behavior analysts and research
* E-10 Behavior analysts’ ethical responsibility to the BACB

F. Behavior Assessment

* **F-1 Review records and available data (e.g., educational, medical, historical) at the outset of the case.**
* **F-2 Determine the need for behavior-analytic services.**
* **F-3 Identify and prioritize socially significant behavior-change goals.**
* **F-4 Conduct assessments of relevant skill strengths and deficits.**
* **F-5 Conduct preference assessments.**
* **F-6 Describe the common functions of problem behavior.**
* **F-7 Conduct a descriptive assessment of problem behavior.**
* **F-8 Conduct a functional analysis of problem behavior.**
* **F-9 Interpret functional assessment data.**

G. Behavior-Change Procedures

* **G-1 Use positive and negative reinforcement procedures to strengthen behavior.**
* **G-2 Use interventions based on motivating operations and discriminative stimuli.**
* **G-3 Establish and use conditioned reinforcers.**
* G-4 Use stimulus and response prompts and fading (e.g., errorless, most-to-least, least-to-most, prompt delay, stimulus fading).
* G-5 Use modeling and imitation training.
* **G-6 Use instructions and rules.**
* G-7 Use shaping.
* G-8 Use chaining.
* G-9 Use discrete-trial, free-operant, and naturalistic teaching arrangements.
* G-10 Teach simple and conditional discriminations.
* **G-11 Use Skinner’s analysis to teach verbal behavior.**
* **G-12 Use equivalence-based instruction.**
* **G-13 Use the high-probability instructional sequence.**
* **G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR).**
* G-15 Use extinction.
* G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection).
* G-17 Use token economies.
* G-18 Use group contingencies.
* G-19 Use contingency contracting.
* G-20 Use self-management strategies.
* G-21 Use procedures to promote stimulus and response generalization.
* G-22 Use procedures to promote maintenance.

H. Selecting and Implementing Interventions

* **H-1 State intervention goals in observable and measurable terms.**
* **H-2 Identify potential interventions based on assessment results and the best available scientific evidence.**
* H-3 Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity.
* **H-4 When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased.**
* **H-5 Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.**
* H-6 Monitor client progress and treatment integrity.
* H-7 Make data-based decisions about the effectiveness of the intervention and the need for treatment revision.
* H-8 Make data-based decisions about the need for ongoing services.
* H-9 Collaborate with others who support and/or provide services to clients.

I. Personnel Supervision and Management

* I-1 State the reasons for using behavior-analytic supervision and the potential risks of ineffective supervision (e.g., poor client outcomes, poor supervisee performance).
* I-2 Establish clear performance expectations for the supervisor and supervisee.
* I-3 Select supervision goals based on an assessment of the supervisee’s skills.
* I-4 Train personnel to competently perform assessment and intervention procedures.
* I-5 Use performance monitoring, feedback, and reinforcement systems.
* I-6 Use a functional assessment approach (e.g., performance diagnostics) to identify variables affecting personnel performance.
* I-7 Use function-based strategies to improve personnel performance.
* I-8 Evaluate the effects of supervision (e.g., on client outcomes, on supervisee repertoires).

\***Note**. The items that are bold are addressed in this course.

# Course Description

This course introduces assessment methods commonly used in behavior analysis. You will learn how to conduct behavioral assessments, review data, and develop appropriate interventions based on current research and best practices. Topics covered include descriptive and indirect assessment measures, data analysis, functional behavior assessments, preference and reinforcer assessments, and developing function-based interventions.

# Professional Standards Alignment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **California School of Education (CSOE)** | | **California Commission on Teacher Credentialing**  **Pupil Personnel Services Program Standards** | | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Identify the common functions of problem behavior. Interpret the function of common problem behaviors. | Application | Standards 2,4 | Standards 18, 19, | Function-Based Behavior Intervention Plan |
| **CLO2**: Conduct types of preference and reinforcer assessments. Determine the purpose and appropriate procedures for conducting preference and reinforcer assessments. | Application | Standards 2,4 | Standards 18, 19, 20, 22, 23, 24 | Function-Based Behavior Intervention Plan |
| **CLO3**: Describe various types of functional behavior assessments (FBAs). Analyze various methods for carrying out functional behavior assessments. | Application | Standards 2,4 | Standards 18, 19, 20, 22, 23, 24 | Function-Based Behavior Intervention Plan |
| **CLO4**: Interpret individualized FBA procedures related to a problem behavior. | Application | Standards 2,4 | Standards 18, 19, 20, 22, 23, 24 | Function-Based Behavior Intervention Plan |
| **CLO5**: Analyze various function-based intervention strategies for problem behavior based on assessment results. | Application | Standards 2,4 | Standards 18, 19, 20, 22, 23, 24 | Function-Based Behavior Intervention Plan |
| **CLO6**: Determine how to effectively develop a behavior intervention plan in observable and measurable terms based on assessment results. Analyze the planning process to develop an effective behavior intervention plan. | Application | Standards 2,4 | Standards 18, 19, 20, 22, 23, 24 | Function-Based Behavior Intervention Plan |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Required Course Materials

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd ed.). Columbus, OH: Pearson

ISBN-10: 0134752554, ISBN-13: 9780134752556

Fisher, W. W., Piazza, C. C., & Roane, H. S. (2011). *Handbook of applied behavior analysis*. New York, NY: Guilford Press.

ISBN: 9781609184681

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Stimulus Preference Assessments (SPA) and Reinforcer Assessments 16](#_Toc53166584)

[Week 2: Functional Behavior Assessment (FBA)–Descriptive 19](#_Toc53166585)

[Week 3: Indirect FBA 21](#_Toc53166586)

[Week 4: Visual Inspection of FBA Data & Intervention Development 23](#_Toc53166587)

[Week 5: Function-Based Interventions for Increasing Desirable Behavior 25](#_Toc53166588)

[Week 6: Function-Based Interventions for Decreasing Problem Behaviors 27](#_Toc53166589)

[Week 7: Antecedent-Based Interventions 29](#_Toc53166590)

[Week 8: Behavior Intervention Plans 31](#_Toc53166591)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 40 |
| Behavior Intervention Plan | 60 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Assignment: SPA & Reinforcer Assessments |  | Discussion | 5 |
|  | Discussion: Main Skills of Conducting a SPA |  | Behavior Intervention Plan | 6 |
| **Week 2** | |  |  |  |
|  | Discussion: Descriptive Assessment |  | Discussion | 5 |
|  | Assignment: FBA Descriptive Assessment |  | Behavior Intervention Plan | 6 |
| **Week 3** | |  |  |  |
|  | Assignment: Direct & Indirect FBA |  | Discussion | 5 |
|  | Discussion: Indirect Behavior Rating Scale |  | Behavior Intervention Plan | 6 |
| **Week 4** | |  |  |  |
|  | Discussion: FBA Process |  | Discussion | 5 |
|  | Assignment: Visual Inspection of FBA Data |  | Behavior Intervention Plan | 6 |
| **Week 5** | |  |  |  |
|  | Discussion: Desirable Behavior |  | Discussion | 5 |
|  | Assignment: Function-Based Interventions–Desirable Behaviors |  | Behavior Intervention Plan | 6 |
| **Week 6** | |  |  |  |
|  | Discussion: Decreasing Problem Behaviors |  | Discussion | 5 |
|  | Assignment: Function-Based Interventions–Problem Behaviors |  | Behavior Intervention Plan | 6 |
| **Week 7** | |  |  |  |
|  | Discussion: Antecedent Interventions |  | Discussion | 5 |
|  | Assignment: Antecedent Interventions & Function-Based Intervention Strategies |  | Behavior Intervention Plan | 8 |
| **Week 8** | |  |  |  |
|  | Discussion: Peer Review |  | Discussion | 5 |
|  | Assignment: Function-Based Behavior Intervention Plan |  | Behavior Intervention Plan | 16 |
| **Total Points** | |  |  | **100** |

Week 1: Stimulus Preference Assessments (SPA) and Reinforcer Assessments

Learning Objectives

|  |  |
| --- | --- |
| * 1. Identify commonly used stimulus preference assessments (SPA’s). | CLO 2 |
| * 1. Explain assets and barriers associated with SPA’s. | CLO 2 |
| * 1. Explain various reinforcer assessments. | CLO 2 |
| * 1. Identify guidelines for selecting and using SPA’s. | CLO 2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3, 1.4 |
| ***Applied Behavior Analysis***  Ch. 11: Positive Reinforcement | |
| ***Handbook of Applied Behavior Analysis***  Ch. 9: Identifying and Enhancing the Effectiveness of Positive Reinforcement | |
| ***Alliant Library***   * DeLeon, I. G. & Iwata, B. A. (1996). [Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1996.29-519). *Journal of Applied Behavior Analysis*, 29(4), 519-533. * Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). [A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1992.25-491). *Journal of Applied Behavior Analysis*, 25(2), 491-498. * Gottschalk, J. M., Libby, M. E., & Graff, R. B. (2000). [The effects of establishing operations on preference assessment outcomes](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2000.33-85). *Journal of Applied Behavior Analysis*, 33(1), 85-88. * Ivancic, M. T. (2000). [Stimulus preference and reinforcer assessment applications](https://0-ebookcentral-proquest-com.library.alliant.edu/lib/alliant/reader.action?docID=794949&ppg=7). In J. E. Carr & J. Austin (Eds.), Handbook of applied behavior analysis (pp. 19–38). Reno, NV: Context Press. | |

|  |  |
| --- | --- |
| **Preparation: Function-Based Behavior Intervention Plan** | COURSE |
| You will build a Function-Based Behavior Intervention Plan as part of this course. In Weeks 1–3 you will be developing a student profile and in Weeks 4–7 you will build a Function-Based Behavior Intervention Plan based on that student profile.  The Function-Based Behavior Intervention Plan has been divided into portions that you will complete each week:   * Week 1: SPA & Reinforcer Assessments * Week 2: FBA Descriptive Assessment * Week 3: Direct & Indirect FBA * Week 4: Visual Inspection of FBA Data * Week 5: Function-Based Interventions–Desirable Behaviors * Week 6: Function-Based Interventions–Problem Behaviors * Week 7: Antecedent Interventions & Function-Based Intervention Strategies * Week 8: Review & Revise   Detailed instructions on what to complete can be found in each weekly module. | |

# Assignments

|  |  |
| --- | --- |
| **Assignment: SPA & Reinforcer Assessments** | 1.1, 1.2, 1.3, 1.4 |
| **Conduct** a commonly used SPA as outlined in Ch. 11 of *Applied Behavior Analysis* or Ch. 9 of *Handbook of Applied Behavior Analysis* on a PreK–12 level child.  **Note**. You may conduct the assessment with friend or family member who is within the target age group. You will need to have your assessment conducted before Friday of this week so that you may engage in the discussion.  **Refer** to the three main skills identified in Box 11.2: Training Practitioners to Conduct Stimulus Preference Assessments (SPA) of *Applied Behavior Analysis*.  **Submit** your administered assessment as a Word document or PDF by Sunday. | |

|  |  |
| --- | --- |
| **Discussion: Main Skills of Conducting a SPA** | 1.1, 1.2, 1.3, 1.4 |
| **Refer** to Box 11.2: Training Practitioners to Conduct Stimulus Preference Assessments (SPA) of *Applied Behavior Analysis*.  **Respond** to the following prompts in the Main Skills of Conducting a SPA discussion forum by Friday:   * Of the three main skills identified, which do you have? Which can you work on that would assist in effectively identifying reinforcers? * What challenges did you face selecting stimulus items? What challenges did you face conducting the assessment? * What is the correlation between preference and reinforcement efficacy?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

Week 2: Functional Behavior Assessment (FBA)–Descriptive

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the common functions of problem behavior. | CLO 1, 3, 4 |
| * 1. Explain the role of FBA in intervention and prevention. | CLO 1, 3, 4 |
| * 1. Distinguish among the 3 FBA methods. | CLO 1, 3, 4 |
| * 1. Explain the variations of descriptive analysis. | CLO 1, 3, 4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2, 2.3, 2.4 |
| ***Applied Behavior Analysis***  Ch. 27: Functional Behavior Assessment | |
| ***Handbook of Applied Behavior Analysis***   * Ch. 10: Functional and Structural Approaches to Behavioral Assessment of Problem Behavior * Ch. 12: Direct Observation * Ch. 13: Functional Analysis | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Descriptive Assessment** | 2.1, 2.2, 2.3, 2.4 |
| **Respond** to the following prompts in the Descriptive Assessment discussion forum by Wednesday:   * In your opinion, which function of behavior is easiest and which is most difficult to assess? Why? * In your experience, which variation of measurement during direct observation is most beneficial? Which methods of data analysis is most useful? Why?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: FBA Descriptive Assessment** | 2.1, 2.2, 2.3, 2.4 |
| **Select** a variation of a descriptive assessment form.  **Conduct** the assessment with the same PreK–12 level child from Week 1.  **Submit** your administered assessment as a Word document or PDF by Sunday. | |

Week 3: Indirect FBA

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain indirect methods used in FBA’s. | CLO 2, 3 |
| * 1. Explain considerations for Indirect FBAs. | CLO 2, 3 |
| * 1. Explain various behavior rating scales used to assess possible functions of problem behaviors. | CLO 2, 3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***Handbook of Applied Behavior Analysis***   * Ch. 11: Indirect Behavioral Assessments * Ch. 27: Behavior Analysis and Treatment of Drug Addiction | |
| ***Alliant Library***   * Anderson, C. M. & Long, E. S. (2002). [Use of a structured descriptive assessment methodology to identify variables affecting problem behavior](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2002.35-137). *Journal of Applied Behavior Analysis*, 35(2), 137-154. * Day, H. M., Horner, R. H., & O'Neill, R. E. (1994). [Multiple functions of problem behaviors: Assessment and intervention](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1994.27-279). *Journal of Applied Behavior Analysis*, 27(2), 279-289. * Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). [Toward a functional analysis of self-injury](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1994.27-197). *Journal of Applied Behavior Analysis*, 27(2), 197-209. * Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). [Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1995.28-561). *Journal of Applied Behavior Analysis*, 28(4), 561-576. * Worsdell, A. S., Iwata, B. A., Conners, J., Kahng, S. W., & Thompson, R. H. (2000). [Relative influences of establishing operations and reinforcement contingencies on self-injurious behavior during functional analyses](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2000.33-451). *Journal of Applied Behavior Analysis*, 33(4), 451-461. | |
| ***Online Resource***  Wightman, J., Julio, F., & Ortega, J. V. (2014). [Advances in the indirect, descriptive, and experimental approaches to the functional analysis of problem behavior](http://www.psicothema.com/psicothema.asp?ID=4177). Psicothema, 26(2), 186-192. | |

# Assignments

|  |  |
| --- | --- |
| **Assignment: Direct & Indirect FBA** | 3.1, 3.2 |
| **Conduct** one of the indirect behavior rating scales found in Table 27.2 Behavior Rating Scales Used to Assess Possible Functions of Problem Behavior in Ch. 27 of Handbook of Applied Behavior Analysis.  **Note**. Conduct the rating scale with the same PreK–12 level child from Weeks 1 & 2. You will need to have your assessment conducted before Friday of this week so that you may engage in the discussion.  **Submit** your administered assessment as a Word document or PDF by Sunday. | |

|  |  |
| --- | --- |
| **Discussion: Indirect Behavior Rating Scale** | 3.1, 3.2, 3.3 |
| **Respond** to the following prompts in the Indirect Behavior Rating Scale discussion forum by Friday:   * After conducting an indirect behavior rating scale, what positive outcomes did you experience? What changes would you make to the scale? Provide rationale for your response. * Which types of indirect behavior assessments have you used? How many is sufficient to determine function?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

Week 4: Visual Inspection of FBA Data & Intervention Development

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the four-step process of FBA. | CLO 2, 3 |
| * 1. Explain how to interpret information, formulate & test hypotheses. | CLO 2, 3 |
| * 1. Explain the process of developing interventions with functionally equivalent replacement behaviors. | CLO 2, 3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***Handbook of Applied Behavior Analysis***  Ch. 27: Behavior Analysis and Treatment of Drug Addiction | |
| ***Alliant Library***   * Danov, S. E., & Symons, F. J. (2008). [A Survey Evaluation of the Reliability of Visual Inspection and Functional Analysis Graphs](https://0-journals-sagepub-com.library.alliant.edu/doi/pdf/10.1177/0145445508318606). *Behavior Modification*, 32(6), 828-839. * Roane, H. S., Fisher, W. W., Kelley, M. E., Mevers, J. L., & Bouxsein, K. J. (2013). [Using modified visual-inspection criteria to interpret functional analysis outcomes](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1002/jaba.13). *Journal of Applied Behavior Analysis*, 46(1), 130-146. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: FBA Process** | 4.1, 4.2, 4.3 |
| **Respond** to the following prompts in the FBA Process discussion forum by Wednesday:   * Provide an example and rationale of a replacement behavior for each of the possible functions of problem behavior. * Refer to the Case Examples Illustrating the FBA Process in Ch. 27 of *Handbook of Applied Behavior Analysis*, explain the interventions used for multiple topographies serving multiple functions.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Visual Inspection of FBA Data** | 4.1, 4.2, 4.3 |
| **Begin** to develop a Function-Based Behavior Intervention Plan, based on the student profile you have built from Weeks 1–3:   * Week 1: SPA & Reinforcer Assessments * Week 2: FBA Descriptive Assessment * Week 3: Direct & Indirect FBA   **Complete** the following sections of the Function-Based Behavior Intervention Plan template:   * Description of behavior impeding learning * Baseline frequency, intensity & duration of behavior * Part I: Environmental Factors & Changes * Selection of reinforcer   **Submit** the completed sections of the template by Sunday. | |

Week 5: Function-Based Interventions for Increasing Desirable Behavior

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain features of behavior that may be targeted through differential reinforcement. | CLO 1, 4, 5 |
| * 1. Explain complimentary procedures to develop new behavior. | CLO 1, 4, 5 |
| * 1. Explain intervention components focused on instruction, prevention and reinforcement. | CLO 1, 4, 5 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| ***Handbook of Applied Behavior Analysis***   * Ch. 14: Differential Reinforcement Procedures * Ch. 15: Building Complex Repertoires from Discrete Behaviors by Establishing Stimulus Control, Behavioral Chains, and Strategic Behavior * Ch. 16: Teaching Verbal Behavior | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Desirable Behavior** | 5.1, 5.2, 5.3 |
| **Respond** to the following prompts in the Desirable Behavior discussion forum by Wednesday:   * What is the role of primary verbal operants in the process of increasing desirable behavior? * How does teaching critical communication skills, as outlined on page 276 in Ch. 16 of *Handbook of Applied Behavior Analysis*, affect student behavior? Use your experience with students to illustrate your opinion.   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Function-Based Interventions–Desirable Behaviors** | 5.1, 5.2, 5.3 |
| **Continue** to develop your Function-Based Behavior Intervention Plan.  **Add** function-based interventions for increasing desirable behavior to the following sections of the Function-Based Behavior Intervention Plan you started in Week 4:   * Part II: Functional Factors & Replacement Behaviors * Functional Equivalent Replacement Behaviors   **Identify** three desirable behaviors to increase with function-based interventions.  **Submit** the completed and compiled sections of the template by Sunday. | |

Week 6: Function-Based Interventions for Decreasing Problem Behaviors

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain functional variations of extinction. | CLO 1, 4, 5, 6 |
| * 1. Explain characteristic effects & side effects of extinction. | CLO 1, 4, 5, 6 |
| * 1. Explain factors that influence efficacy of extinction & practical considerations. | CLO 1, 4, 5, 6 |
| * 1. Describe operant mechanisms in function-based interventions. | CLO 1, 4, 5, 6 |
| * 1. Describe types of punishment procedures & process of selecting procedure. | CLO 1, 4, 5, 6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| ***Handbook of Applied Behavior Analysis***   * Ch. 19: Developing Function-Based Extinction Procedures for Problem Behavior * Ch. 20: Developing Function-Based Reinforcement Procedures for Problem Behavior * Ch. 21: Developing Function-Based Punishment Procedures for Problem Behavior | |
| ***Alliant Library***   * Dunlap, G., & Fox, L. (2011). [Function-based interventions for children with challenging behavior](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=70212429&site=ehost-live&scope=site). *Journal of Early Intervention*, 33(4), 333-343. * Ingram K, Lewis-Palmer T, & Sugai G. (2005). [Function-based intervention planning: comparing the effectiveness of FBA function-based and non-function-based intervention plans](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=ehh&AN=106375421&site=ehost-live&scope=site). *Journal of Positive Behavior Interventions*, 7(4), 224–236. * Lalli, J. S., Vollmer, T. R., Progar, P. R., Wright, C., Borrero, J., Daniel, D., Barthold, C. H., Tocco, K., & May, W. (1999). [Competition between positive and negative reinforcement in the treatment of escape behavior](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.1999.32-285). *Journal of Applied Behavior Analysis*, 32(3), 285-296. * Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). [On the effectiveness of and preference for punishment and extinction components of function-based interventions](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2005.6-04). *Journal of Applied Behavior Analysis*, 38(1), 51-65. * Lerman, D. C., & Vorndran, C. M. (2002). [On the status of knowledge for using punishment: Implications for treating behavior disorders](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/10.1901/jaba.2002.35-431). Journal of Applied Behavior Analysis, 35(4), 431-464. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Decreasing Problem Behaviors** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| **Respond** to the following prompts in the Decreasing Problem Behaviors discussion forum by Wednesday:   * Would you use extinction procedures in a classroom setting as an intervention? Explain why or why not. * Which of the function-based interventions for decreasing problem behaviors do you find to be the most interesting? Why?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Function-Based Interventions–Problem Behaviors** | 6.1, 6.2, 6.3, 6.4, 6.5 |
| **Continue** to develop your Function-Based Behavior Intervention Plan.  **Add** function-based interventions for decreasing problem behavior to the following sections of the Function-Based Behavior Intervention Plan you started:   * Part II: Functional Factors & Replacement Behaviors * Functional Equivalent Replacement Behaviors   **Identify** two problem behaviors to decrease with function-based interventions.  **Submit** the completed and compiled sections of the template by Sunday. | |

Week 7: Antecedent-Based Interventions

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain the role of abolishing operations in antecedent interventions. | CLO 1, 4, 5, 6 |
| * 1. Determine the appropriate use of noncontingent reinforcement (NCR) across functions of problem behavior. | CLO 1, 4, 5, 6 |
| * 1. Determine the appropriate use of Functional Communication Training (FCT) across functions of problem behavior. | CLO 1, 4, 5, 6 |
| * 1. Determine the appropriate use of default interventions | CLO 1, 4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 7.1, 7.2, 7.3, 7.4 |
| ***Applied Behavior Analysis***  Ch. 26: Antecedent Interventions | |
| ***Handbook of Applied Behavior Analysis***  Ch. 18: Developing Antecedent Interventions for Problem Behavior | |
| ***Alliant Library***   * Hansen, B. D., & Wadsworth, J. P. (2015). [Effects of an Antecedent Intervention on Repetitive Behaviors of a Child with Autism](https://0-www-tandfonline-com.library.alliant.edu/doi/full/10.1080/07317107.2015.1000235). *Child & Family Behavior Therapy*, 37(1), 51-62. * Luiselli, J. K., Dunn, E. K., & Pace, G. M. (2005). [Antecedent assessment and intervention to reduce physical restraint (protective holding) of children and adolescents with acquired brain injury](https://0-onlinelibrary-wiley-com.library.alliant.edu/doi/epdf/10.1002/bin.170). *Behavioral Interventions*, 20(1), 51-65. | |
| ***Online Resource***  Wheeler, J. J., Carter, S. L., Mayton, M. R., & Chitiyo, M. (2006). [Preventing Challenging Behaviour through the Management of Instructional Antecedents](https://files.eric.ed.gov/fulltext/EJ815703.pdf). Developmental Disabilities Bulletin, 34, 1-14. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Antecedent Interventions** | 7.1, 7.2, 7.3, 7.4 |
| **Respond** to the following prompts in the Antecedent Interventions discussion forum by Wednesday:   * What is an experiential example of a problem behavior situation? What antecedent intervention might address it? * How can abolishing operations be used in antecedent interventions?   **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Antecedent Interventions & Function-Based Intervention Strategies** | 7.1, 7.2, 7.3, 7.4 |
| **Continue** to develop your Function-Based Behavior Intervention Plan.  **Add** antecedent-based interventions (outlined in chapter 26 & listed below) for increasing desirable behaviors and decreasing problem behaviors to the following sections of the Function-Based Behavior Intervention Plan:   * Teaching Strategies * Reinforcement Procedures * Part III: Reactive Strategies   **Refer** to Ch. 26 of Applied Behavior Analysis for types of function-based interventions and default interventions.  **Submit** the completed and compiled sections of the template by Sunday. | |

Week 8: Behavior Intervention Plans

Learning Objectives

|  |  |
| --- | --- |
| * 1. Synthesize course content to review a Behavior Intervention Plan. | CLO 3, 4, 5, 6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 8.1 |
| ***Alliant Library***  Scott, T. M., Anderson, C. M., & Spaulding, S. A. (2008). [Strategies for developing and carrying out functional assessment and behavior intervention planning](http://0-search.ebscohost.com.library.alliant.edu/login.aspx?direct=true&db=aph&AN=32013629&site=ehost-live&scope=site). Preventing School Failure, 52(3), 39-50. | |
| ***Online Resources***   * Behavior Intervention Plans (BIP). (2014). In MO SW-PBS [Tier 3 Team Workbook](https://pbismissouri.org/tier-3-workbook-resources/). Columbia: University of Missouri. * Browning-Wright, D., Mayer, G., & Saren, D. (2013). [Behavior Intervention Plan Quality Evaluation Scoring Guide II](http://www.pent.ca.gov/beh/qe/bipscoringrubric.pdf). Los Angeles, CA: Positive Environments, Network of Trainers (PENT). * Neitzel, J. & Bogin, J. (2008). [Steps for implementation: Functional behavior assessment](https://csesa.fpg.unc.edu/sites/csesa.fpg.unc.edu/files/ebpbriefs/FBA_Steps_0.pdf). Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Peer Review** | 8.1 |
| **Post** your Function-Based Behavior Intervention Plan to the Peer Review discussion forum by Tuesday. Copy and paste the plan into the assignment forum so it can be read from the forum.  **Review** two classmate’s plans, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Friday. If possible, respond to posts that have not yet received feedback from a classmate. | |

|  |  |
| --- | --- |
| **Assignment: Function-Based Behavior Intervention Plan** | 8.1 |
| **Review** the instructor and colleague feedback you have received on your Function-Based Behavior Intervention Plan.  **Revise** your Function-Based Behavior Intervention Plan as needed.  **Submit** a finalized version of your Function-Based Behavior Intervention Plan by Sunday. | |

# Rubrics

**Discussion Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements**  **100%** | **Meets Requirements**  **88%** | **Approaches Requirements**  **75%** | **Below Requirements**  **68%** |
| **Initial Response to the Forum Topic**  3 points | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to Peer’s Response to the Forum Topic**  2 points | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Assignment Rubric – Weeks 1–6**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  2 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  3 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  1 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Assignment Rubric – Week 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  3 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  3 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  2 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |

**Function-Based Behavior Intervention Plan Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceeds Requirements** | **Meets Requirements** | **Approaches Requirements** | **Below Requirements** |
| **Content**  6 points | The assignment exceeds expectations displaying an advanced level of knowledge and understanding. | The assignment includes all the required elements. | The assignment has at least five of the required elements. | The assignment has less than five of the required elements. |
| **Application**  6 points | The student displays an advanced level of knowledge of the connections between the research findings and his or her own educational practice. | The student demonstrates a proficient level of knowledge of the connections between the research findings and his or her own educational practice. | The student provides a modest but insufficient level of knowledge between the research to his or her own practice, not supported by research. | Student makes no connection between the research and his or her own educational practice. |
| **Format**  4 point | The work product conforms to APA standards with no errors. | The work product conforms to APA standards with very few or no errors. | The work product generally conforms to APA standards with some errors. | The work product contains several errors and does not conform to APA guidelines. |