# Course Information

**Term and Year**:

**Class Location**:

# Instructor Information

**Name**:

**Phone**:

**Email**:

**Availability**:

**Office Hours**:

# 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 Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design 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 evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 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.

# 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 the principles of Applied Behavior Analysis (ABA) and supervision as key components responsible for behavior change agents in the classroom. Candidates will learn the role of supervision and management of staff dealing with problem behaviors. Each student will increase their knowledge of functional behavior assessments as it relates to addressing problem behaviors and defining management supports and needs within an educational setting. Based on FBA results, candidate will provide recommendations for future behavior intervention plan for the IEP team. Candidates will become familiar with supervision and management roles, assessment and intervention techniques to aid in consultation to parents and teachers. With the support of literature reviews, students will learn to develop a closer understanding for the need to supervise and monitor interventions for fidelity.

# Professional Standards Alignment

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| --- | --- | --- | --- | --- | --- |
| **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 Counseling Credential Specialization**  **(as applicable)** | **School Psychology Credential Specialization**  **(as applicable)** | **Assessment Title** |
| **CLO1**: Analyze the supervision and management skills needed as a BCBA. |  |  |  |  |  |
| **CLO2**: Determine the common performance problems in the work as a BCBA. |  |  |  |  |  |
| **CLO3**: Interpret applied decision-making practices to conduct a function behavior assessment for addressing socially significant problems. |  |  |  |  |  |
| **CLO4**: Analyze evidence-based intervention supports, goals and decisions. |  |  |  |  |  |
| **CLO5**: Implement data-based decisions when working with children. |  |  |  |  |  |

# 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

Reid, D. H., Parsons, M. B, & Green, C. W. (2021). *The supervisor’s guidebook: Evidence-based strategies for promoting work quality and enjoyment among human service staff*. (2nd ed.). Charles C Thomas Pub Ltd.

ISBN: 9780398039600

Cipani, E. (2018). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings*. (3rd ed.). Springer Publishing Company.

ISBN: 9780826170323

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

ISBN-10: 0134752554

ISBN-13: 9780134752556

**Supplemental Resources**

* www.abainternational.org - Association for Behavior Analysis International
* www.calaba.org - The California Association for Behavior Analysis
* www.behavior.org - The Cambridge Center for Behavioral Studies
* www.interventioncentral.org - Intervention Central
* www.behavioranalysis.com - Searchable Database of Behavior Analysis and Related Events
* www.nasdse.org - National Association of State Directors of Special Education, Inc.
* www.nichcy.org - National Dissemination Center for Children with Disabilities
* http://www.nccrest.org - The National Center for Culturally Responsive Educational Systems
* www.cde.ca.gov/sp/se - California Department of Education-Special Education Division
* www.nichcy.org - National Dissemination Center for Children with Disabilities
* www.pent.ca.gov - California Positive Environments Network of Trainers (PENT)
* www.pbis.org - U.S. Department of Education Technical Assistance Center on Positive Behavioral Interventions and Supports

# 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: Supervision, Management & Function Behavior Assessments 19](#_Toc70864117)

[Week 2: Evidence–Based Supervision, Training & Definitions 23](#_Toc70864118)

[Week 3: Monitoring, Motivating Staff & ABC Data Collection 26](#_Toc70864119)

[Week 4: Supporting Staff Work Performance; Function Based Behavior vs. Function Based Interventions & Schedules of Differential Reinforcement 30](#_Toc70864120)

[Week 5: Correcting Nonproficient Work Performance & Function Derived Treatment Options Antecedent Interventions, Consequent Interventions 34](#_Toc70864121)

[Week 6: Promoting Staff Enjoyment & Noncontingent Reinforcement 37](#_Toc70864122)

[Week 7: Resolving Common Performance Problems, Teaching Supports & Functional Behavior Treatment Protocols for SMA 2.0–Target Behaviors 40](#_Toc70864123)

[Week 8: Resolving Common Performance Problems & Teaching Supports 43](#_Toc70864124)

# 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 | 48% |
| Assignment | 52% |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** | |  |  |  |
|  | Discussion: Successful Supervision |  | Discussion | 20 |
|  | Discussion: Performance Goals & Expectations |  | Discussion | 20 |
|  | Discussion: FBA’s |  | Discussion | 20 |
|  | Assignment: Week 1 Quiz |  | Quiz | 16 |
| **Week 2** | |  |  |  |
|  | Discussion: Supervision |  | Discussion | 20 |
|  | Discussion: Training |  | Discussion | 20 |
|  | Discussion: Problem Behavior for FBA |  | Discussion | 20 |
|  | Assignment: Week 2 Quiz  Assignment: SMART Goal Worksheet |  | Quiz  Upload | 16  20 |
| **Week 3** | |  |  |  |
|  | Discussion: Monitoring |  | Discussion | 20 |
|  | Discussion: Motivation |  | Discussion | 20 |
|  | Discussion: Documentation |  | Discussion | 20 |
|  | Assignment: Week 3 Quiz  Assignment: ABC Graph |  | Quiz  Upload | 16  14 |
| **Week 4** | |  |  |  |
|  | Discussion: Staff Recognition |  | Discussion | 20 |
|  | Discussion: Supervision & Support |  | Discussion | 20 |
|  | Discussion: Alterative Replacement Behaviors |  | Discussion | 20 |
|  | Assignment: Week 4 Quiz |  | Quiz | 16 |
| **Week 5** | |  |  |  |
|  | Discussion: Staff Performance |  | Discussion | 20 |
|  | Discussion: Treatment Options |  | Discussion | 20 |
|  | Discussion: Antecedent Interventions |  | Discussion | 20 |
|  | Assignment: Week 5 Quiz |  | Quiz | 16 |
| **Week 6** | |  |  |  |
|  | Discussion: Performance Monitoring |  | Discussion | 20 |
|  | Discussion: Feedback |  | Discussion | 20 |
|  | Discussion: Reinforcement |  | Discussion | 20 |
|  | Assignment: Week 6 Quiz |  | Quiz | 16 |
| **Week 7** | |  |  |  |
|  | Discussion: Common Performance Problems |  | Discussion | 20 |
|  | Discussion: Resolving Problems |  | Discussion | 20 |
|  | Discussion: Target Behaviors  Assignment:Functional Behavior Assessment Draft |  | Discussion  Upload | 20  40 |
| **Week 8** | |  |  |  |
|  | Discussion: Supervision & Management |  | Discussion | 20 |
|  | Discussion: Common Non-work Behaviors |  | Discussion | 20 |
|  | Discussion: Problem Behaviors |  | Discussion | 20 |
|  | Assignment: Functional Behavior Assessment |  | Assignment | 175 |
|  | Signature Assignment: Application of ABA Research Paper |  | Signature Assignment | 175 |
| **Total Points** | |  |  | **1000** |

Week 1: Supervision, Management & Function Behavior Assessments

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the importance of supervision and performance responsibilities. | CLO1 |
| * 1. Analyze direct and evidence protocol for supervision supports. | CLO1, CLO2 |
| * 1. Analyze the use indirect assessment and screening tools before conducting FBAs and determining socially significant behaviors. | CLO3 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2, 1.3 |
| ***The Supervisor’s Guidebook***   * Ch. 1 * Ch. 2 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 1 | |
| ***Applied Behavior Analysis***  Ch. 27 | |
| ***YouTube***  **View** the following videos:   * “[Jon Bailey, PhD, BCBA-D | Part 1 of 3 - Supervision: Assumptions, Ethics, & Best Practices](https://youtu.be/JWy-MugSAXo)” [42:46]. * “[Session 53 - Evidence-Based Supervision: Enhance Your Abilities to Effect Staff Behavior](https://youtu.be/hLKD17MtOoc)” [49:21]. * “[Performance Diagnostics Checklist | Human Services | ABA](https://youtu.be/4fXK2yBTZfw)” [4:38]. | |

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| **Preparation: Functional Behavior Assessment** | 8.3 |
| **Conduct** a school-based Function Based Assessment on a student that requires supervised supports and services.  **Utilize** the Functional Behavior Assessment (FBA) template to complete your FBA.    **Refer** to the Applied Behavior Analysis and Functional Behavior Assessment, Diagnosis and Treatment textbooks as resources for completing this assignment.  **Ensure** the following is included in your FBA:   * Describe the student * Interfering behaviors * History of previous interventions * Ecological variables * Two direct observations * Descriptive contingency analysis * Summary of contingency analysis * Function of behavior summary statement * Hypothesis statement * Two Function-based interventions in observable & measurable terms * Replacement behavior based on assessment results and best evidence. defer to your textbook * Graph of data collected and analyzed * Scientific Research Based definitions to address the problem behavior, address all bullet points * Potential interventions based on FBA results * Strategy for addressing a supporting environment, risks associated, constraints and social validity * Recommendations to staff for addressing the problem behavior * How often will supervising staff should monitor for change within the future BIP * What strategies based on your FBA do you recommend based on your students’ preferences, environment and share any potential risks associated with your recommended interventions. * How will staff collaborate for future supports, how and when will this take place? * Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity * When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased * Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures that will need to be addressed in future behavior intervention plan   **Note**. Make sure you change any identifying information for the student you assessed per FERPA guidelines.  **Submit** your FBA by Sunday of Week 8 as a Word document. | |
| **Faculty Note**.  Use your best judgement for allowing accommodations for this assignment such as allowing students to use a family member or neighbor for conducting the assessment. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Successful Supervision** | 1.1 |
| **Respond** to the following prompts in the Successful Supervision discussion forum by Wednesday:   * What is successful supervision? What does it involve? * How are evidence-based protocols for supervision staff important within a school setting? * What are the reasons for using behavior analytic supervision? What are the potential risks of ineffective supervision?   **Provide** examples from scholarly sources and personal observations from your experience being accountable to supervisors.  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Performance Goals & Expectations** | 1.2 |
| **Respond** to the following prompts in the Performance Goals & Expectations discussion forum by Thursday:   * What are some clear performance goals that could be utilized when supervising others? Share three criteria for specifying staff responsibilities when dealing with difficult behaviors. * What are key points gained from Ch. 1 & 2 of *The Supervisor’s Guidebook* when considering the importance of supervision of direct support and evidence-based protocol for staff performance? * How might you establish clear performance expectations as a supervisor and supervisee within the school setting? What would this look like on paper? * How might you utilize the Performance Diagnostic Checklist Human Services (PDC-HS) form to help monitor and address staff behavior?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: FBA’s** | 1.3 |
| **Respond** to the following prompts in the XXX discussion forum by Friday:   * What has been your experience conducting FBAs with supervision supports? * How can data within your FBA and recommendations help support staff, students, the IEP team and parents interested in changing problem behaviors? * After reading Chapter 1 Basic Concepts and Principles on page 32 and 33, address any six of the self-assessment exercises designed for understanding the functions behind problem behavior. * Identify a few potential interventions based on assessment results and the best available scientific evidence. Cite this intervention from the Journal of Applied Behavior Analysis (JABA) literature.   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Assignment: Week 1 Quiz** | 1.1, 1.2, 1.3 |
| **Take** the Week 1 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

Week 2: Evidence­–Based Supervision, Training & Definitions

Learning Objectives

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| --- | --- |
| * 1. Determine evidence-based supervision and support staff responsibilities. | CLO1 |
| * 1. Analyze skills required for training others to perform necessary roles needed for student success. | CLO2 |
| * 1. Interpret how to operationalize target problem behavior. | CLO3 |

# Activities and Resources

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| **Readings** | 2.1, 2.2, 2.3 |
| ***The Supervisor’s Guidebook***   * Ch. 3 * Ch. 4 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 2: | |
| ***Applied Behavior Analysis***  **Review** Ch. 27 | |
| ***YouTube***  **View** the following videos:   * “[Jon Bailey, PhD, BCBA-D | Part 2 of 3 - Supervision: Assumptions, Ethics, & Best Practices](https://youtu.be/w0xLSTrfOr4)” [1:01:52]. * [“Why is he doing this? Functional assessment of behavior and behavior intervention plans - Part 1](https://youtu.be/Whr2NLMVGeI)” [57:26]. | |

# Assignments

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| **Discussion: Supervision** | 2.1 |
| Both as BCBA and school psychologist in a management position, it is important to understand roles that may be required as you support student behaviors on your classroom caseloads.  **Respond** to the following prompts in the Supervision discussion forum by Wednesday:   * What is evidence-based supervision from an outcome management perspective? * What are the three criterions for specifying staff performance responsibilities? Provide an example of each criterion. How you would implement each in an applied practice setting such as a classroom or clinic? * What are three reasons for the importance of using behavior-analytic supervision? What are the risks associated with ineffective supervision?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Training** | 2.2 |
| It takes training to ensure school programs are using interventions and supports as intended from assessment data such as an FBA.  **Respond** to the following prompts in the Training discussion forum by Thursday:   * What are the critical training skills needed, working for a human service agency? * What are the supervision goals of staff training? What are the training steps to ensure specific intervention skills are being addressed? * How would you establish clear expectations that will help increase the level of learning and skills shared between supervisor and supervisee? * What supervision goal would you use based on the skills of a teacher intervention with problem behaviors? A paraeducator intervention with problem behaviors? What would your SMART goal include based on experience working with a specific teacher or paraeducator? * What are the concepts of Pyramidal Training? How might this support staff under your supervision as a support staff manager? * How would you use goals to monitor client progress and treatment integrity?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Problem Behavior for FBA** | 2.3 |
| **Respond** to the following prompts in the Problem Behavior for FBA discussion forum by Friday:   * What if the operational definition for the problem behavior you are observing for your FBA? * Provide an example and non-example of this behavior. What is the onset and offset of this behavior? * What type of measurement are you using to understand the behavior in the school setting?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Assignment: Week 2 Quiz** | 2.1, 2.2, 2.3 |
| **Take** the Week 2 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

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| **Assignment: SMART Goal Worksheet** | 2.3 |
| In general, goals should follow the SMART method. They should be specific, measurable, attainable, relevant, and time bound.  **Read** the following blog article:  Smith, O. (2019). [Creating SMART goals for Kids with Autism](https://www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/https:/www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/https:/www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/https:/www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/https:/www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/https:/www.nspt4kids.com/healthtopics-and-conditions-database/autism-spectrum-disorder/creating-smart-goals-kids-autism/). *North Shore Pediatric Therapy*.  **Complete** the SMART Goal Worksheet.  **Submit** the completed worksheet by Sunday. | |

Week 3: Monitoring, Motivating Staff & ABC Data Collection

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze the different monitoring practices and consideration when supervising others. | CLO1 |
| * 1. Analyze the motivating factors that could improve performance in the classroom staff. | CLO1 |
| * 1. Determine necessary documentation when trying to understand problem behaviors. | CLO1, CLO3 |

# Activities and Resources

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| --- | --- |
| **Readings** | 3.1, 3.2, 3.3 |
| ***The Supervisor’s Guidebook***   * Ch. 5 * Ch. 6 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 3 | |
| ***Applied Behavior Analysis***  **Review** Ch. 27 | |
| ***YouTube***  **View** the following videos:   * “[How To Improve Treatment Integrity In ABA](https://youtu.be/KMGTXXiHxMo)” [5:15]. * “[Jon Bailey, PhD, BCBA-D | Part 3 of 3 - Supervision: Assumptions, Ethics, & Best Practices](https://youtu.be/7QVBQGd6uzQ)” [52:37]. * “[Functional Analysis of Problem Behavior](https://youtu.be/2RFq13r3khY)” [1:42:34]. * “[Antecedent-Behavior-Consequence Chart](https://youtu.be/Q0E5GUfSpVM)” [6:49]. | |

# Assignments

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| --- | --- |
| **Discussion: Monitoring** | 3.1 |
| **Review** Ch. 5 of *The Supervisor’s Guidebook*.  **Respond** to the following prompts in the Monitoring discussion forum by Wednesday:   * Why is supervising staff not a singular step when managing support staff within the classroom? * What is the difference between formal monitoring, informal monitoring and special considerations dealing with reactivity? * What is the difference between overt and covert monitoring practices? * As a future BCBA business owner or school psychologist, how could this information help your supervision and management skills within the school setting?   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Discussion: Motivation** | 3.2 |
| **Review** Ch. 6 of *The Supervisor’s Guidebook*.  **Respond** to the following prompts in the Motivation discussion forum by Thursday:   * As managers and supervisors of problems, why is it important to understand motivation as we lead our programs? * How could you use positive feedback and specific positive reinforcement systems within your classrooms or on campus? * What would these positive reinforcement systems look like while you monitor and provide feedback? * What function-based strategies could improve personnel or direct staff performance when dealing with difficult behaviors? * What performance monitoring, feedback, and reinforcement systems that could be utilized with staff dealing with problem behaviors in the classroom?   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Discussion: Documentation** | 3.3 |
| **Consider** the CIPANI Behavior Classification System when delineating the major categories of function for this discussion forum.  **Respond** to the following prompts in the Documentation discussion forum by Friday:   * How could interventions within your FBA help direct staff members to build the Behavior Intervention Plan? Include a copy of your ABC observation collected for your FBA. Make sure you include the time, add the rate and duration as well as complete ABC form for day 1. * What was a possible establishing operation (EO) for student behavior? * How important is it for a future BCBA supervisor or manager to observe and evaluate the data collection process when training staff to collect and take data? * What was a possible EO for student behavior? Share a few environmental factors you observed in the setting when data was taken. Did staff appear to be reinforcing the behavior? * How important is it for a future BCBA supervisor or manager to observe and evaluate the data collection process? Why?   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Assignment: Week 3 Quiz** | 3.1, 3.2, 3.3 |
| **Take** the Week 3 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

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| **Assignment: Functional Behavior Assessment­–ABC Graph** | 3.3 |
| **View** the “[ABA Therapy: Data Collection](https://youtu.be/7QquFBD7AM4)” video [13:38].  **Create** one of your ABC graphs with rate, duration and measurement based on your operation definition that includes onset and offset time.  **Include** the following:   * A copy of your ABC observation collected for your FBA. * Time, rate, and duration. * Complete ABC form for day 1.   **Submit** the required materials by Sunday. | |

Week 4: Supporting Staff Work Performance; Function Based Behavior vs. Function Based Interventions & Schedules of Differential Reinforcement

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine methods to recognize staff performance as a manager and supervisor. | CLO1 |
| * 1. Interpret function-based treatment options in the classroom. | CLO3, CLO6 |
| * 1. Analyze methods to address alternative replacement behaviors. | CLO6 |

# Activities and Resources

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| --- | --- |
| **Readings** | 4.1, 4.2, 4.3 |
| ***The Supervisor’s Guidebook***  Ch. 7: | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 4: | |
| ***YouTube***  **View** the following videos:   * “[Supervisor Training w/ Dr. Megan Miller, BCBA-D, LBA (Part 1)](https://youtu.be/SXkOJ7xzK-s)” [20:09]. * “[An Introduction to Organizational Behavior Management](https://youtu.be/BwdRKbCa96U)” [55:16]. | |

|  |  |
| --- | --- |
| **Preparation: Behavior Management in the Classroom Research Paper** | 8.4 |
| **Select** a specific problem behavior requiring behavior analytic support in the schools.  **Investigate** a specific problem behavior in need of direct supervision often observed in the schools. Focus on an existing area of research in our professions that is currently in need of improvement within our public schools.  **Generate** a research question so that you can conduct a literature review. Your review will consist of the most current, no more than 10 years old, peer reviewed literature.  **Write** a 6- 8-page paper, excluding the title page and reference section, that  **Include** the following in your paper:   * Title Page * Abstract * Introduction * Literature Review   + A minimum of eight articles   + Three of the eight articles should come from the Journal of Applied Behavior Analysis * Discussion   + Methods   + Results   + Addressing needed supports * Recommendations   + Guide a practitioner when managing and supporting staff in the school setting addressing problem behavior   + Suggestions for future awareness of interventions   + Supports in the schools or community * References * Appendices   **Format** your paper consistent with APA style guidelines.  **Submit** your paper as a Word document by Friday of Week 8. | |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Staff Recognition** | 4.1 |
| It is important to recognize our support staff during the working year. Many of our special education teachers and paraeducators perform work and often go unrecognized. Staff are stressed out and need to be recognized for being an asset to the classroom setting.  **Respond** to the following prompts in the Staff Recognition discussion forum by Wednesday:   * As a manager, how could you provide special recognition to staff under your care and supervision? Share, as a manager or BCBA business owner, special awards for services being conducted with fidelity. * What are a few of the considerations noted in Ch. 7 of *The Supervisor’s Guidebook*? How could you address these types of special recognitions for exemplary work done in the classroom?   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Discussion: Supervision & Support** | 4.2 |
| **Respond** to the following prompts in the Supervision & Support discussion forum by Thursday:   * How could you evaluate the effects of your supervision based on staff outcomes and repertoires gained from intervention supports addressing student needs? Share a few ways a supervisor could evaluate student outcomes. * Based on the “*An Introduction to Organizational Behavior Management*” video, what factors could be utilized as a manager within the classroom setting? * How could understanding the science of what people say and do help us provide supervision and support?   **Support** your responses with citations from scholarly sources.  **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. | |

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| --- | --- |
| **Discussion: Alternative Replacement Behaviors** | 4.3 |
| **Review** Tables 4.1 & 4.2 in Ch. 4 of *Functional Behavioral Assessment, Diagnosis, and Treatment* to understand alternative replacement behaviors.  **Respond** to the following prompts in the Alternative Replacement Behaviors discussion forum by Friday:   * Share the steps used to identify a replacement behavior from Table 4.3 in Ch. 4 of *Functional Behavioral Assessment, Diagnosis, and Treatment*. * Based on replacement behaviors shared in tables 4.1, 4.2, & 4.3, when a target behavior is to be decreased, share a few acceptable alternative behaviors discussed in your chapter to enable acceptable behavior to be established or increased based on functional data.   **Support** your responses with citations from scholarly sources.  **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. | |

|  |  |
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| **Assignment: Week 4 Quiz** | 4.1, 4.2, 4.3 |
| **Take** the Week 4 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

Week 5: Correcting Nonproficient Work Performance & Function Derived Treatment Options Antecedent Interventions, Consequent Interventions

Learning Objectives

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| * 1. Determine methods to correct no-work performance and recognize corrective action for support staff. | CLO1, CLO2 |
| * 1. Analyze function-based treatment options. | CLO1, CLO3 |
| * 1. Analyze antecedent interventions and implementation within the school setting. | CLO1, CLO3 |

# Activities and Resources

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| **Readings** | 5.1, 5.2, 5.3 |
| ***The Supervisor’s Guidebook***  Ch. 8 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  **Review** Ch. 4 | |
| ***Applied Behavior Analysis***  **Review** Ch. 26 | |
| ***YouTube***  **View** the “[ABA Group Supervision: Evidence Based Supervision-Part 1](https://youtu.be/n2rzk9vtn20)” [42:20]. | |

# Assignments

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| **Discussion: Staff Performance** | 5.1 |
| **Respond** to the following prompts in the Staff Performance discussion forum by Wednesday:   * What are some of the prerequisites for correcting recurring problems with staff performance? What are the common reasons for nonproficient staff performance? * As a BCBA supervisor or School Psychologist manager, how would you address each of the reasons for corrective action? How would you personally address each disciplinary action as a BCBA supervisor? * How could you utilize the PDC-HS form when observing staff work behavior? Considering the use of a functional assessment approach, could the PDC-HS be used to identify variables that could be affecting staff performance in the classroom or clinic? Why or why not? * What are a few variables that could affect staff performance on the job? * How could you utilize the PDC-HS form to help establish clear performance expectations for the supervisor and supervisee within a supervisory role?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Treatment Options** | 5.2 |
| **Respond** to the following prompts in the Treatment Options discussion forum by Thursday:   * Why is it necessary to implement a chain interruption procedure for problem behaviors that serve Direct Access and Direct Escape function? * Do you think most people expect a skill, such as the ability to delay immediate gratification to develop naturally, without structured efforts on the part of support providers? Why is this a presumption)? * After reading the discussion, what strategy would be suitable for the socially mediated access (SMA) function that does not entail honoring every request for some item? What would you recommend for the initial length of the shopping trip? Why?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Antecedent Interventions** | 5.3 |
| **Respond** to the following prompts in the Antecedent Interventions discussion forum by Friday:   * Share two antecedent based interventions that address a specific behavior function within your FBA. * How would you implement any scientific based interventions based on behavior function? Will you utilize this information to address supervision and supports within the classroom or home environment? Why or why not? * How do these antecedent interventions would increase a student’s motivation to respond to tasks or comply with adult task demands? * As a future supervising BCBA and school psychologist manager, how could you help implement antecedent interventions in the schools as a behavior analyst with fidelity as you train staff?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Assignment: Week 5 Quiz** | 5.1, 5.2, 5.3 |
| **Take** the Week 5 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

Week 6: Promoting Staff Enjoyment & Noncontingent Reinforcement

Learning Objectives

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| * 1. Analyze methods of performance monitoring and feedback. | CLO2 |
| * 1. Formulate a line graph based on data collected for an FBA. | CLO3 |
| * 1. Determine methods of implementing data-based schedules of reinforcement. | CLO6 |

# Activities and Resources

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| **Readings** | 6.1, 6.2, 6.3 |
| ***The Supervisor’s Guidebook***  Ch. 9 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 5 | |
| ***Applied Behavior Analysis***   * Ch. 6 * Ch. 25 | |
| ***YouTube***  **View** the following videos:   * [Basic ABA line graph in excel - How to](https://youtu.be/LGgNxfaXzrY) [5:13] * [Differential Reinforcement Procedures in Applied Behavior Analysis](https://youtu.be/PQE1RyFziv4) [1:03:36] | |

# Assignments

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| **Discussion: Performance Monitoring** | 6.1 |
| **Respond** to the following prompts in the Performance Monitoring discussion forum by Wednesday:  Discuss the Task Enjoyment Motivation Protocol or (TEMP) and share how this process could be utilized within the classroom setting. Share the breakdown of TEMP and considerations for utilizing this effectively when addressing how staff engages with difficult problem behaviors and reluctance to work with specific students. How can proper training help support this from becoming a larger problem without functional training Lastly, discuss each supervisory step constituting the TEMP Protocol and how this would be utilized in the classroom setting or BCBA agency. Provide an example of each step and apply it into your school setting.  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Feedback** | 6.1 |
| **Respond** to the following prompts in the Feedback discussion forum by Thursday:  What are some considerations for addressing an environment that is disliked by staff in a particular school setting? These could be classroom where work tasks are difficult due to developmental levels and create levels of stress and reluctance for staff members. How could you help implement change in a classroom setting as a BCBA supervisor or School Psychologist manager with BCBA? Discuss how will you train personnel to competently perform assessment and intervention procedures when addressing serious behaviors or behaviors in need of change? From the literature, what are a few steps you plan to take to ensure competence?  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Reinforcement** | 6.3 |
| **Respond** to the following prompts in the Reinforcement discussion forum by Friday:  After reading Function Behavioral Treatment Protocols for SMA 2.0: Target behaviors, share a specific noncontingent reinforcement as you work with motivational conditions with your student. Based on your data from your FBA, what specific reinforcer could be used noncontingently according to a time schedule? Does this type of reinforcer begin to establish conditions for extinction? How can utilizing noncontingent reinforcement when addressing a target behavior function become disabled while the relevant reinforcer is enabled?  Lastly share which Differential Reinforcement schedule you plan to share with your team to develop a future behavior intervention plan in the classroom. How will you use this reinforcement schedule to reduce problem behavior? How would you ensure the differential reinforcement schedule was being conducted with fidelity as a supervising manager for the classroom?  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Assignment: Week 6 Quiz** | 6.1, 6.2, 6.3 |
| **Take** the Week 6 Quiz.  **Write** a one-to two-sentence reflection, to earn back points for each incorrect question, explaining what the correct answer is in the comment box for the quiz.  **Note**. You can locate the comment box by going to **Grades** in the **Course Menu** and then click on the **Quiz title** link. You should see a box to enter a comment. | |

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| **Assignment: Functional Behavior Assessment­–Line Graph** | 6.2 |
| **Create** the line graph for the data collected for your FBA.  **Indicate** the days and data points measured for all three days in your graph.  **Submit** your graph as an Excel spreadsheet by Sunday. | |

Week 7: Resolving Common Performance Problems, Teaching Supports & Functional Behavior Treatment Protocols for SMA 2.0–Target Behaviors

Learning Objectives

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| * 1. Analyze methods to resolve common performance problems as supervising staff. | CLO1 |
| * 1. Determine the primary responsibilities of supervisors when resolving problems within training staff | CLO1 |
| * 1. Analyze functional behavioral treatment protocol forms and tracking information. | CLO3 |

# Activities and Resources

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| **Readings** | 7.1, 7.2, 7.3 |
| ***The Supervisor’s Guidebook***   * Ch. 10 * Ch. 12 | |
| ***Applied Behavior Analysis***  Ch. 27 | |
| ***YouTube***  **View** the following video:  [An Employee Engagement System You've Never Seen Before! Organizational Behavior Management](https://youtu.be/J6tpS0aCbnA) [10:17] | |

# Assignments

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| **Discussion: Common Performance Problems** | 7.1 |
| **Respond** to the following prompts in the Common Performance Problems discussion forum by Wednesday:  After reading Chapter 10 of the Supervisor’s Guidebook, share why supervisors and management must the basic premise of supervisor accountability? Why should supervisors avoid cop out attitudes of supervision when problematic performance is proper supervision by a supervisor? Share why supervisors should have frequent communication with support staff? Lastly, why are self-motivation strategies helpful for supervisors to maintain work effort and enjoyment? Share a few factors involved in your post. Provide a few function based strategies a supervisor could utilize to help improve staff performance based on your FBA results and indicated behavior function. Cite any sources to address staff interests and motivational improvement when addressing performance needs.  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Resolving Problems** | 7.2 |
| **Respond** to the following prompts in the Resolving Problems discussion forum by Thursday:  After reading Chapter 12 of *The Supervisor’s Guidebook*, share a few of the primary responsibilities of direct support staff addressing intervention skills to students both formally and naturalistically based on on-going task activities. What are two ways supervisors can take action when resolving problems within training staff dealing with problem behaviors? What are some of the basic procedures related to individual student support plans related to FBA and BIPs in the classroom? What type of teaching plan is necessary before intervention is conducted with a child dealing with serious problem or function-based behaviors? How important is corrective feedback during this process? How should supervision and supports be routinely involved in the decision-making processes based on the data they collect based on the interventions serviced?  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Target Behaviors** | 7.3 |
| **Respond** to the following prompts in the Target Behaviors discussion forum by Friday:  After reading Chapter 6 of *Functional Behavioral Assessment, Diagnosis, and Treatment*, address how you could use Form 5.1, Form 5.2, Form 5.3 Form 5.4, Form 5.5 Form 5.6 & 5.7.   * Discuss each form and share how a supervisor could use these forms as a way to track behavior data during the course of treatment. * How could you utilize these forms when taking both baseline and treatment data to track target behaviors? * How would you implement these forms when delivering interventions and monitoring trigger behaviors? As a supervisor how would you train staff to utilize these forms during strategic periods of the week? * How could you use treatment data to determine the need for continued on-going services?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Assignment: Functional Behavior Assessment–Draft** | 8.3 |
| **Submit** a draft of your FBA by Sunday as a Word document. | |

Week 8: Resolving Common Performance Problems & Teaching Supports

Learning Objectives

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| * 1. Analyze the fluency of your supervision skills and FBA supports in the school setting. | CLO1, CLO2, CLO3 |
| * 1. Determine methods for addressing non-work behaviors and applying evidence-based supervision protocols. | CLO1, CLO2 |
| * 1. Produce a Functional Behavior Assessment. | CLO3, CLO4, CLO5, CLO6 |
| * 1. Analyze a specific problem behavior requiring behavior analytic support and supervision. | CLO1, CLO2, CLO3, CLO4 |

# Activities and Resources

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| **Readings** | 8.1, 8.2, 8.3, 8.4 |
| ***The Supervisor’s Guidebook***  Ch. 13 | |
| ***Functional Behavioral Assessment, Diagnosis, and Treatment***  Ch. 6 | |
| ***Applied Behavior Analysis***  Ch. 27 | |

# Assignments

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| **Discussion: Supervision & Management** | 8.1 |
| **Respond** to the following prompts in the Supervision & Management discussion forum by Wednesday:  After completing both textbooks in this course, describe how you will use your supervision and management skills in the classroom.   * How will your supervision skills be addressed when supervising intervention supports after conducting an FBA with problem behaviors on your caseload or as a BCBA business owner? * How will you utilize your FBA knowledge to support staff developing a BIP? How do you plan to use performance feedback monitoring and decisions that address effectives of intervention, treatment revisions and collaborating with others with direct supports such as OT, SLP or PT supports in the classrooms setting?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Common Non-Work Behaviors** | 8.1, 8.2 |
| **Respond** to the following prompts in the Common Non-Work Behaviors discussion forum by Thursday:  As a supervisor and manager, you may at times be faced with staff not supporting students during the school day or following the behavior intervention plan.   * What are some common non-work behaviors you may observe within the school setting? * What are some of the special considerations for applying evidence-based supervision protocol to reduce off task behavior in the classroom? * With the support of administration on campus or as a BCBA company owner, provide an example of a work activity schedule for promoting task completion with children? How could you play a critical role of supervisor to offset the risks of ineffective supervision supports?   **Support** your responses with citations from scholarly sources.  **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. | |

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| **Discussion: Problem Behaviors** | 8.2 |
| **Respond** to the following prompts in the Problem Behaviors discussion forum by Friday:  After reading Chapter 6 of *Functional Behavioral Assessment, Diagnosis, and Treatment*, provide a specific list of procedures for implementing a Premack Contingency for escaping or avoiding behaviors. How could this procedure be a useful intervention for avoiding or escape behaviors discussed in an FBA? Why could this function based intervention be effective in the classroom setting?  **Support** your responses with citations from scholarly sources.  **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. | |

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| **Assignment: Functional Behavior Assessment** | 8.3 |
| **Conduct** a school-based Function Based Assessment on a student that requires supervised supports and services.  **Utilize** the Functional Behavior Assessment (FBA) template to complete your FBA.    **Refer** to the Applied Behavior Analysis and Functional Behavior Assessment, Diagnosis and Treatment textbooks as resources for completing this assignment.  **Ensure** the following is included in your FBA:   * Describe the student * Interfering behaviors * History of previous interventions * Ecological variables * Two direct observations * Descriptive contingency analysis * Summary of contingency analysis * Function of behavior summary statement * Hypothesis statement * Two Function-based interventions in observable & measurable terms * Replacement behavior based on assessment results and best evidence. defer to your textbook * Graph of data collected and analyzed * Scientific Research Based definitions to address the problem behavior, address all bullet points * Potential interventions based on FBA results * Strategy for addressing a supporting environment, risks associated, constraints and social validity * Recommendations to staff for addressing the problem behavior * How often will supervising staff should monitor for change within the future BIP * What strategies based on your FBA do you recommend based on your students’ preferences, environment and share any potential risks associated with your recommended interventions. * How will staff collaborate for future supports, how and when will this take place? * Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity * When a target behavior is to be decreased, select an acceptable alternative behavior to be established or increased * Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures that will need to be addressed in future behavior intervention plan   **Note**. Make sure you change any identifying information for the student you assessed per FERPA guidelines.  **Submit** your FBA by Sunday as a Word document. | |
| **Faculty Note**.  Use your best judgement for allowing accommodations for this assignment such as allowing students to use a family member or neighbor for conducting the assessment. | |

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| **Assignment: Behavior Management in the Classroom Research Paper** | 8.4 |
| **Select** a specific problem behavior requiring behavior analytic support in the schools.  **Investigate** a specific problem behavior in need of direct supervision often observed in the schools. Focus on an existing area of research in our professions that is currently in need of improvement within our public schools.  **Generate** a research question so that you can conduct a literature review. Your review will consist of the most current, no more than 10 years old, peer reviewed literature.  **Write** a 6- 8-page paper that presents the finding of your research.  **Include** the following in your paper:   * Title Page * Abstract * Introduction * Literature Review   + A minimum of eight articles   + Three of the eight articles should come from the Journal of Applied Behavior Analysis * Discussion   + Methods   + Results   + Addressing needed supports * Recommendations   + Guide a practitioner when managing and supporting staff in the school setting addressing problem behavior   + Suggestions for future awareness of interventions   + Supports in the schools or community * References * Appendices   **Format** your paper consistent with APA style guidelines.  **Submit** your paper as a Word document by Friday. | |

# Rubrics

| **Discussion Rubric** | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Points** |
| **Initial Response to the Forum Topic**  **view longer description** | 10 pts  Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.  8.2 pts  Topic is addressed thoughtfully, supported by citations to personal experience, and builds on prior posts.  6.25 pts  Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.  4.2 pts  Topic is addressed superficially and without evidence that prior posts were considered. | Points/ 10 pts  Add Additional Comments |
| **Feedback to Peer’s Response to the Forum Topic**  **view longer description** | 10 pts  Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.  8.2 pts  Thoughtful feedback missed one or two levels of the RISE model. Will result in an improvement in the work if implemented.  6.2 pts  Feedback was thoughtful but did not include specific suggestions and references for improvement.  4.2 pts  Feedback was superficial and did not cover all levels of the RISE model. | Points/ 10 pts  Add Additional Comments |
| Total Points: 0 out of 20 | | |