



MHS 4202  
**Behavior Assessment and Intervention Planning  
 in Applied Behavior Analysis**

**Instructor:**

Department of Child and Family Studies  
 College of Behavioral and Community Sciences  
 University of South Florida  
 Email:

**Office:**

**Office Hours:** W 11:00-12:00 & by request

**Teaching Assistants:**

**Course Prerequisite:**

MHS 3204 Fundamentals of ABA *or* CLP 4414 Behavior Modification

Passing Grades	
Enrolled at USF before 2019-2020 Catalog	C
Enrolled at USF under Catalog 2019-2020	B-

**Classroom:** MHA 126 BC (Westside)  
**Class Times:** Monday & Wednesday, 9:30pm - 10:45pm  
 First class: 8-26-19  
 Last class: 12-4-19

*In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: CANVAS, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor CANVAS site for each class for course specific communication, and the main USF, College, and department websites, emails, and GoBull messages for important general information.*

**Course Description**

This 45 hour undergraduate course provides the student with information in the form of lectures, demonstrations, activities and practical exercises on how to conduct a functional assessment, evaluate preference for intervention, and select functional interventions for problematic behavior. This course covers

30 hours of “Behavior Assessment” and 15 hours of “Behavior-Change Procedures; Selecting and Implementing Interventions” from the Behavior Analyst Certification Board Task List (5<sup>th</sup> Edition).

**Course Objectives:**

- Teach students how to assess and treat problematic behavior
- Teach students how to ensure function and preference is considered when selecting and implementing interventions
- Prepare students to sit for national certification as an assistant behavior analyst

**Student Learning Outcomes:**

Task List Category F: Behavior Assessment – 30 hours

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 descriptive assessment of problem behavior

F-8 Conduct a functional analysis of problem behavior

F-9 Interpret functional assessment data

Task List Category G: Behavior-Change Procedures; Category H: Selecting and Implementing Interventions – 15 hours

G-1 Use positive and negative reinforcement procedures to strengthen behavior

G-3 Establish and use conditioned reinforcers

G-11 Use Skinner’s analysis to teach verbal behavior

G-14 Use reinforcement procedures to weaken behavior (e.g., DRA, FCT, DRO, DRL, NCR)

G-16 Use positive and negative punishment (e.g., time-out, response cost, overcorrection)

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 decrease, 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 the 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

**Class Materials (needed for every class)**

- **Dry erase board, dry erase marker, and eraser**
- Paper and pencil for daily quizzes

## Required Text

Cooper, J.O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall. (Book is available through the USF bookstore)

### Journal Articles (Students should download through the USF libraries e-journals)

- Austin, J. L., & Soeda, J. M. (2008). Fixed-time teacher attention to decrease off-task behaviors of typically developing third graders. *Journal of Applied Behavior Analysis, 41*, 279-283.
- Donaldson, J. M., Vollmer, T. R., Krous, T., Downs, S., & Berard, K. P. (2011). An evaluation of the good behavior game in kindergarten classrooms. *Journal of Applied Behavior Analysis, 44*, 605-609.
- Camp, E.M., Iwata, B.A., Hammond, J.L., & Bloom, S.E. (2009). Antecedent versus consequent events as predictors of problem behavior. *Journal of Applied Behavior Analysis, 42*, 469-483.
- Fisher, W. W., Thompson, R. H., Piazza, C. C., Crosland, K., & Gotjen, D. (1997). On the relative reinforcing effects of choice and differential consequences. *Journal of Applied Behavior Analysis, 30*(3), 423-438
- Hanley, G. P., Piazza, C. C., Fisher, W. W., & Maglieri, K. A. (2005). On the effectiveness of and preference for punishment and extinction components of function-based interventions. *Journal of Applied Behavior Analysis, 38*, 51-65.
- Hughes, J. (2009). A pilot study of naturally occurring high-probability request sequences in hostage negotiations. *Journal Of Applied Behavior Analysis, (2)*, 491-496.
- Iwata, B.A., DeLeon, I.G., & Roscoe, E. M. (2013). Reliability and validity of the Functional Analysis Screening Tool. *Journal of Applied Behavior Analysis, 46*, 271-284.
- Iwata, B. A., Dorsey, M. F. et al. (1994). Toward a functional analysis of self-injury. *Journal of Applied Behavior Analysis, 27, 2*, 197-209.
- Meier, A. E., Fryling, M. J., & Wallace, M. D. (2012). Using high-probability foods to increase the acceptance of low-probability foods. *Journal of Applied Behavior Analysis, 45*, 149–153. doi.10.1901/jaba.2012.45-149
- Richman, D. M., Wacker, D. P., Asmus, J. M., & Casey, S. D. (1998). Functional analysis and extinction of different behavior problems exhibited by the same individual. *Journal of Applied Behavior Analysis, 31*, 475-478.
- Sundberg, M. L., & Michael, J. (2001). The benefits of Skinner's analysis of verbal behavior for children with autism. *Behavior Modification, 25*, 698-724.
- Thompson, R. H., & Iwata, B. A. (2001). A descriptive analysis of social consequences following problem behavior. *Journal of Applied Behavior Analysis, 34*, 169-178.
- Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional communication training: A review and practical guide. *Behavior Analysis in Practice, 1*, 16-23.
- Van Houten, R., Axelrod, S., Bailey, J. S., Favell, J. E., Foxx, R. M., Iwata, B. A., & Lovaas, O. I., (1988). The right to effective behavioral treatment. *Journal of Applied Behavior Analysis, 21*, 381-384.
- Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roane, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. *Journal of Applied Behavior Analysis, 28*, 561-576.
- Whitehouse, C. M., Vollmer, T. R., & Colbert, B. (2014). Evaluating the use of computerize stimulus preference assessments in foster care. *Journal of Applied Behavior Analysis, 47 (3)*, 470-484.

### Class Format

- PowerPoint presentations will be posted on CANVAS under course documents to aid in note taking during class. Students are not expected to print or review power points unless they wish to do so. Reliance on PowerPoints over attending class and completing the readings is discouraged.
- **Every class will begin with a very brief quiz** over the reading materials to prepare students for the class discussions and activities. See policy regarding quiz allowance in case quiz is missed.
- Following the quiz, the instructor will expand upon the assigned reading and highlight the key points through lecture, demonstrations, and activities. Please note the lectures do not always directly align with the readings. It is the student's responsibility to read the assigned chapters/articles and come to class prepared with questions about that material.

- **Sometimes an additional lecture quiz will be given at the end of class.** These quizzes will be in the same format as the reading quizzes and will be on the day's material covered up to that point or on previous materials.

### Exam days

- On exam days, exams will be administered beginning at 9:30 am.

### Grades

Grades will be based upon the following categories:

- A. Quizzes, Participation, Activities – 20%
- B. Exams – 60%
- C. Behavior Intervention Plan (BIP) – 20%
- Total = 100%**
- D. Extra Credit - 2%

1. Reading quizzes will always be administered at the beginning of each class except for Class 1 and on exam days. Reading quizzes (those given during the first 10 min.) will be based on the reading assignment for that day's class and/or previously assessed material. Sometimes additional lecture quizzes will be given at the end of class. These quizzes will be based on material covered in class. Quizzes may consist of short answer, true/false, multiple choice, or other question formats.
2. Quiz allowance: The two lowest quiz scores will be dropped. This means if you are absent, these will be the quizzes dropped. **No makeup opportunities will be permitted for quizzes.** This quiz allowance is in place of a "makeup" opportunity for missed quizzes. No additional "makeup" opportunities will be permitted. If a student is found to be using any technological device or engaging in conversation during the quiz for any reason, it will be considered cheating and will be dealt with according to university policy.
3. Five exams will be administered throughout the course. Exams may consist of short answer, true/false, multiple choice, matching or other question formats. Exams will cover basic concepts in ABA, assigned readings, practical exercises, lectures, and class discussions. Although exams are not cumulative, important concepts from previous exams may be evaluated on multiple exams. No makeup opportunities will be permitted unless there is a documented reason why the student was forced to miss the class in which the exam was administered (e.g., hospitalization, funeral attendance, etc.). If a student is found to be using any technological device or engaging in conversation during the quiz for any reason, it will be considered cheating and will be dealt with according to university policy.
  - a. **Exam setting:** Students are required to sit with one space between them and their neighbors whenever possible. Personal items are not allowed on the desks or table; they must be on a chair beside you or on the floor. No cell phones are allowed on the desk or table and they should be turned off and stored away during exams.
  - b. **Reviewing grades and feedback:** Exams will be available to view in class (or by appt in office) after grading is complete. Exams remain the property of the university and must be returned after immediately viewing feedback while monitored by an instructor or TA. After

exams are viewed and returned, grades will be entered into the gradebook on Canvas. Any missing exams (i.e., taken from the classroom) will receive a zero.

4. Class attendance is expected and students are expected to be on time for class. There will be a class sign-in sheet or other documentation for each class. It is the student's responsibility to sign in at some point each class (when the sheet is distributed). When a student misses class, he/she will lose points for quizzes, practical exercises, and exams (if on exam day) for that day.
5. Students will be required to complete several assignments throughout the course. Instructions for each assignment will be given in class as indicated on the schedule. **Partial and late assignments will *NOT be accepted*.** The assignments (not including in-class assignments) are listed below:
  1. **Reading Assignments**  
Each class session has assigned readings that students must complete prior to class. A quiz covering the readings may be given at the start of each class period.
  2. **Practical Activities**  
Several practical activities will be conducted in class. Students must be present during class in order to engage in the practical exercise. There will be no make-up opportunities for these practical exercises.
  3. **Behavior Intervention Plan (BIP) Assignments**  
These assignments will be completed outside of class. Each student is expected to write his/her BIP using his/her own words. Students should not copy and paste directly from sample BIPs to create their own. Copying from sample BIPs or other students is plagiarism and will be dealt with according to university policy.  
BIP draft assignments will be assigned throughout the semester, within proximity to classes that are relevant to that assignment. The BIP drafts are comprised of smaller sections from the final document. These BIP draft assignments are intended to guide you through each section, followed by instructor feedback. You will then be required to improve your draft using the feedback in a formal final BIP assignment to be completed by the end of the semester.
6. Students may earn an additional 2% to be added to their overall grade. Only a total of 2% extra credit may be earned. Students can earn extra credit by contributing at least 10 hours as a research assistant on a **current USF ABA Master's Student or Doctoral Student's research project**. Students must submit a written letter from the advisor on the project stating the name of the project, student's role, and how many hours were completed by the student. The letter must be turned in by the last day of class to receive the extra credit. The percentage will not be pro-rated. Students must complete at least 10 hours for the points. Fewer than 10 hours will result in 0%. In the event that less than 10 hours are needed, hours may be split across two projects but this is at the discretion of the advisor, not of the student.
7. **Absences due to Religious Observances:**  
Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination. Students absent for religious reasons, as

noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed. For further information, please refer to: <http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf>

8. Participation in pre/post assessments, discussions, activities, demonstrations, and evaluations is expected. Students are expected to engage in professional behavior in the classroom, which is defined as:
  - Attending to lecture (e.g. taking notes, asking appropriate questions, commenting on lecture, etc.),
  - Being respectful of other students, instructors, and teaching assistants,
  - Participating respectfully in activities
9. Students looking for a letter of recommendation for future employment and/or graduate school should not only perform at the top of the class (A+ recommended), but should engage in professional behavior throughout the entire course.

Any unprofessional behavior in class that competes with participation and/or creates a negative classroom experience for others will not be tolerated. These behaviors include but are not limited to the following:

- **Engaging in texting, emailing, Internet browsing or social media, (Students may not be on their cell phones at any time! If you need to use your cell phone, please contact the instructor before class)**
- Making rude comments/facial expressions about other students and/or instructors/ TAs,
- Being disruptive, sarcastic or disrespectful to ones self, classmates or instructors
  
- Completing assignments or studying for other classes,
- Completing work assignments,
- Failure to participate in class activities,
- Engaging in plagiarism or data falsification

If such unacceptable behavior occurs in class, the instructor will provide immediate feedback or provide feedback at the end of class and ask the student to stop engaging in the behavior during class. If the behavior persists, the instructor may ask for a meeting with the student or ask the student to leave the class. Applied Behavior Analysis is a profession and to be successful, behavior analysts must engage in professional behavior at all times. As such, professional behavior is expected of all students in our ABA classes.

**Letter grades will be assigned according to the following scale:**

98 – 100%	= A+	78 – 79.99%	= C+
93 – 97.99%	= A	73 – 77.99%	= C
90 – 92.99%	= A-	70 – 72.99%	= C-
88 – 89.99%	= B+	60 – 69.99%	= D
83 – 87.99%	= B	Less than 60%	= F
80 – 82.99%	= B-		

## **CLASS POLICIES**

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation requests at least five business days prior to needing the accommodation. A letter from SDS must accompany this request.

- See Student Responsibilities – <http://www.asasd.usf.edu/Student.htm>
- See Faculty Responsibilities— <http://www.asasd.usf.edu/faculty.htm>

## **Academic Dishonesty**

Any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. The University of South Florida has very specific policies and procedures regarding academic dishonesty or disruption of academic process. Cheating is the (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise; students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs or scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, other graded assignments, etc.; (f) stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out papers, etc. Punishment will be based on the University guidelines for academic dishonesty.

If you have any questions, please refer to the University's Undergraduate Academic Dishonesty policy at:

- Procedures for Alleged Academic Dishonesty or Disruption:  
<http://www.ugs.usf.edu/catalogs/0809/adap.htm>
- Student Academic Grievance Procedures -- <http://www.ugs.usf.edu/catalogs/0809/arcsagp.htm>

## **Accommodations**

If you need special accommodations please advise the instructor or a representative of USF.

## **Right to Change Syllabus**

If necessary, some components of this syllabus may change. However, any such changes will be announced to the students in class and posted on CANVAS. The student is responsible for any such announced changes.

## **Course Attendance at First Class Meeting**

Students are required to attend the first class meeting of undergraduate courses for which they registered prior to the first day of the term. Names of students who register prior to the first day of the term are printed on the first class roll for each course section. The first class roll is used by professors to drop students who do not attend the first day of class. Students having extenuating circumstances beyond their control and who are unable to attend the first class meeting must notify the instructor to the department prior to the first class meeting to request waiver of the first class attendance requirement. Students who add course or late-register during the first week of classes will not be on the first class roll and, therefore, will

not be dropped for nonattendance by the instructor. To avoid fee liability and academic penalty, the student is responsible for ensuring that he/she had dropped or been dropped from all undesired courses by the end of the 5th day of classes.

### **Class Notes**

Please be aware that students are not permitted to take notes in class for remuneration or for the purpose of sale to any person or entity.

### **Plagiarism**

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work. If you are not sure please bring the material to the instructor or librarian for guidance. The student who submitted the subject paper, lab report, etc. shall receive an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of “F” or “FF” (the latter indicating dishonesty) in the course. TurnItIn software will be used to detect plagiarism but plagiarism may be detected using other means.



Week	Class	BACB Task List	Agenda	Readings	Actives & Assignments
1	26-Aug	F 1-9 (Pre-Test)	Introduction/Pre-Test	N/A	N/A
	28-Aug	F-1, -2, -4, -5, -6, -7, -8	Basic Principles & Bx Assessment Review	N/A	Review Assignment due start of Class. Syllabus Quiz
2	2-Sep	<b>NA</b>	<b>Labor Day</b>	<b>N/A</b>	<b>No Class</b>
	4-Sep	F-3	Identifying & Prioritizing Target Bx	Ch. 3	
3	9-Sep	F-4	Measuring Bx	Ch. 4	
	11-Sep	F-2, -4	Record Bx & Create Graph	Ch. 5 (pg. 103-114)	
4	16-Sep	F-2, -3, -4	Finish graphing Bx, Exam Review	Chap. 6	Graphing (in class)
	18-Sep	F-2, -3, -4	<b>Exam 1: Weeks 1-4</b>		
5	23-Sep	F-1, -2, -6	Overview of FBA, Record/Data Review	Chap. 24 (p. 501-510)	ABC (in class)
	25-Sep	F-1, -2, -3, -4, -6	Indirect Assessments	Iwata, DeLeon, & Roscoe (2013)	
6	30-Sep	F-1, -2, -3, -4, -6	Indirect: CFA, MAS, QABF, RUN	Matson & Minshawi (2007)	
	2-Oct	F-1, -2, -3, -4, -6	Descriptive Analysis	Camp, Iwata, Bloom (2009); Review p. 506-	BIP 1: Background & Target Bx: Due start of class
7	7-Oct	F-1, -2, -3, -4, -6	Descriptive Analysis		
	9-Oct	F-1, -2, -3, -4, -6, -7	<b>Exam 2: Weeks 5-7</b>		BIP 2: Indirect Assessments due start of class
8	14-Oct	F-1, -2, -7, -8, -9	Functional Analysis 1	Ch. 24 (p. 511-5334)	
	16-Oct	F-1, -2, -7, -8, -9	Functional Analysis 2	Iwata et al. (1982/1994)	BIP 3: Hypothesis due start of class
9	21-Oct	F-1, -2, -7, -8, -9	Functional Analysis 3		
	23-Oct	F-1, -2, -7, -8, -9	Functional Analysis 4		
10	28-Oct	F-3, -5, -6	Preference Assessment (PA) of Intervention (translational)	Fisher et al., 1997	
	30-Oct	F-3, -5, -6	PA of Intervention (applied)	Whitehouse, Vollmer, & Colbert, 2014	BIP 4: Functional Analysis due start of class
11	4-Nov	F-1, -2, -3, -5, -6, -7, -8, -9	<b>Exam 3: Weeks 8-10</b>		
	6-Nov	H-1, -2, -3, -4, -5	Antecedent Interventions 1	Ch. 17 (pg. 392-394) & Ch. 23; Austin & Soeda (2008)	BIP 5: Replacement Bx due start of class
12	11-Nov		<b>No Class - Holiday</b>		
	13-Nov	G-15; H-1, H-2, H-3, H-4, H-5	Antecedent Interventions 2 / Extinction	Meier, Fryling, & Wallace (2012); Ch. 21; Richman, Wacker, Amsmus, & Casey (1998)	
13	18-Nov	H1-5; G-15	<b>Exam 4: Weeks 11-12</b>		
	20-Nov	G-1, G-3, G-14; H-5	Differential SR	Ch. 22	BIP 6: Intervention due start of class
14	25-Nov	G-1, -14; H-5	Differential SR & FCT	Tiger, Hanley, & Bruzek (2008)	
	27-Nov	G-11; H-6, H-7, H-8, H-9	Verbal Bx, BIP Case Study	(2001); Optional Ch.	
15	2-Dec	G-16; H-5	Punishment 1	Ch. 14 & 15	
	4-Dec	H-1, -2, -3, -4, -5, -6, -7, -8, -9; G-1, -3, -11, -14, -16	Punishment 2, Overview and Review for Exam	Hanley, Piazza, Fisher, & Maglieri (2005)	BIP 7: Final BIP Document due start of class
	9-Dec	H-1, -2, -3, -4, -5, -6, -7, -8, -9; G-1, -3, -11, -14, -16	<b>EXAM 5: Weeks 13-15</b>	<b>Finals Week</b>	<b>10:00am-12:00pm</b>

30 classes @ 1.5 = 45 BACB hours

## **INSTITUTIONAL POLICIES**

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx>.

### **Student Handbook:**

May be found at: <https://www.usf.edu/student-affairs/dean-of-students/resources/handbooks-and-guides.aspx>

### **Student Conduct:**

USF Student Rights/Responsibilities: <https://www.usf.edu/student-affairs/student-rights-responsibilities/conduct/rights-responsibilities.aspx>

USF Student Code of Conduct: <https://www.usf.edu/student-affairs/student-rights-responsibilities/conduct/index.aspx>

### **Incomplete Grade:**

Definition: An Incomplete grade (“I”) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. This applies to all gradable courses, including pass/fail (S/U). Students may only be eligible for an “I” when:

- The majority of the student’s work for a course has been completed before the end of the semester
- The work that has been completed must be qualitatively satisfactory
- The student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week. Policy may be found at: <http://ugs.usf.edu/policy/IGradePolicy.pdf>

### **Safety and Student Well Being**

Center for Victim Advocacy and Violence Prevention: (813) 974-5757

<http://www.sa.usf.edu/ADVOCACY>

Counseling Center: (813) 974-2831 <http://www.usf.edu/student-affairs/counseling-center/>

Student Health Services: (813) 974-2331 <http://www.usf.edu/student-affairs/student-health-services/>