Syllabus - ABA II  
Spring Semester Year 2  
2014

Credits: 3
Time: Mondays, 4:30 – 7:30 pm
Location: Utah State University Extension Office  
2500 South State Street, SLC, 5th floor, Classroom “I”
Instructors: Cathy Longstroth & Cindy Myers
Phone: Office: (801) 363-0839  
Cathy’s Cell: (801) 808-8149 (no calls after 9:00 pm please!)  
Cindy’s Cell: (801) 548-3407 (no calls after 9:00 pm please!)
Fax: (801) 363-0664
Email: cathyl@updc.org or cindy.myers@slcschools.org
Office: Utah Personnel Development Center  
230 West 200 South  
Salt Lake City, UT 84101
Office Hours: Mon & Weds: 8:30 -2:30  
Tues, Thurs, Fri: 8:00 -5:00
Or before or after class by appointment

Course Overview and Goals:
This course provides an in-depth examination of applied behavior analysis. This course covers topics related to functional assessment (interview and observation), functional analysis manipulations, development of hypotheses based on functional assessment data, behavioral intervention based on functional assessment, ethics, policies and legal issues governing the use of punishment and other behavioral interventions, generalization and maintenance of implementation effects, the use of positive intervention strategies, establishing operations and antecedent manipulations, and functional communication training to reduce challenging behaviors in students with severe disabilities.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Standard 2:</th>
<th>IC1K8</th>
<th>IC1K2</th>
<th>IC2K4</th>
<th>CC5K6</th>
<th>IC2K2</th>
<th>IC10S10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe theories of behavior problems of individuals w/disabilities</td>
<td>2.0, 2.1, 2.2, 2.3</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Historical foundations, classic studies, major contribution, major legislation, &amp; current issues related to knowledge &amp; practice</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Psychological &amp; social-emotional characteristics of individuals w/disabilities</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Strategies for crisis prevention and intervention</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Impact of disability on the life of individual, family</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Impact of language development, communication and social interaction alternatives for individuals who are nonspeaking</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Selection and implementation of AA communication systems</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>2. Use various types of Functional Assessment procedures appropriately</td>
<td>Standard 1:</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>• Use functional assessment to develop intervention plans</td>
<td>1.0, 1.1, 1.2</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>• Basic terminology used in assessment</td>
<td>Standard 4:</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>IC8K3</td>
<td></td>
</tr>
<tr>
<td>• Use &amp; limitations of functional assessment</td>
<td>Standard 4.0, 4.1, 4.2, 4.3, 4.4</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>IC8S1</td>
<td>IC8K1</td>
<td></td>
</tr>
<tr>
<td>• Use informant/interview methods to gather relevant information</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Use direct observation techniques to gather relevant information</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Modify assessment strategies</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>• Interpret assessment information</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>3. Use Functional Assessment data to design a learning/behavior program</td>
<td>Standard 2:</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>• Develop intervention/program plans from assessment information</td>
<td>2.0, 2.1, 2.2, 2.3</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>• Report results to stakeholders</td>
<td>Standard 5:</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>IC8S1</td>
<td></td>
</tr>
<tr>
<td>• Monitor progress &amp; modify program based on data</td>
<td>5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>IC7S1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Class Etiquette:
A few simple rules will help produce a positive learning environment:
1. Arrive to class on time and be ready to listen and participate.
2. Share your comments and questions with everyone in the class. No “side talking”.
3. Turn cell phones off or put them on silent mode during class.

Expectations:
1. Students should be at class. Lecture material and in-class assignments cannot be made up.
2. Two excused absences during the semester are allowed. Excused absences are: a) illness, b) parent-teacher conference. Please note: IEP meetings are not excused absences and should be scheduled for times other than class time. Students missing more than 2 classes will need to contact the instructor and are at risk of failing the class.
3. Two tardies of 15 minutes or less are allowed. More than 2 tardies or tardies of more than 15 minutes will be counted as absence. Please see the absence and tardy policy for ATP.
4. Assignments must be turned in at the beginning of class on the day they are due. Late assignments will have a deduction of 10% of total points possible for each week they are late. Quizzes and exams are to be taken at scheduled times, no exceptions.
5. Assigned readings will be done prior to class. Please do not use lecture time to complete reading or homework assignments.
6. Undivided, respectful attention will be given to guest lecturers! Students should not be working on planning, preparation, coursework, or engaged in side talking during guest lectures.
Required Texts:


**Course Requirements:**
Mid-term Exam/Quiz will be scheduled during the semester. Test items will come from assigned reading and class lecture. Students who have not taken the exam at the scheduled time and have not pre-arranged with the instructor will receive a score of zero.

In-class Assignments: Students will complete assignments in small groups during class time that provide practice in using functional assessment instruments, experience with reading and interpreting single subject research design, collecting and analyzing data, creating operational definitions, and selecting appropriate intervention strategies that comply with USOE’s LRBI. Points will be given for participation and cannot be made up.

Functional Assessments: Students will complete a full functional assessment using the forms in the Crimmins et Al. book. The following forms will be completed as part of this learning process: Communication Style Assessment, Learning Style Profile, Preference and Interest Assessment, Social Network Assessment, Incidents Log, Setting Event Checklist, Functional Behavior Assessment Worksheets/Student Background, FBA Worksheets/Defining & Prioritizing Behavior, Assessment Steps, Behavior Plan Worksheets, Competing Behavior Diagram & FA Observation form (O’Neill et Al.), a FA checklist (MAS or FAST demonstrated in class) and other functional assessment tools that may be pertinent. Students will conduct hypothesis testing as part of the FA.

Final Project: Students will submit a final written report in modified APA format describing the process and results of their functional assessment and recommendations for an intervention which includes a replacement behavior based on a functional assessment for a student in his/her classroom who displays a challenging behavior (the teaching of an academic task or skill may be used with prior approval from the instructor). A product guide describing the requirements of this assignment will be provided. It is imperative that students follow the product guide when conducting and completing this assignment. This is a post-bachelor’s college course and this product should reflect this level of scholarship.

Presentation Prom: Each student will develop a presentation based on his/her Functional Assessment Final Project. Students will give this presentation 2-3 times to invited guests
including Instructional Coaches, district special education staff, Year 1 ATP teachers and others on the last night of class. Product Guides will be distributed to assist students in planning their presentations. This assignment may be modified as approved by the ATP Advisory Board to better meet the course objectives. Please check with the instructor for any changes to “Prom Presentation”.

The mid-term exam is worth 35 points and points for other requirements are listed on the Product Guides.

Letter grades will be issued according to the following point percentages:

- A: 95 – 100%
- A-: 90 – 94%
- B+: 87 – 89%
- B: 83 – 87%
- B-: 80 – 82%
- C+: 77 – 79%
- C: 73 – 76%
- C- or Below: Failing

- Points may be deducted which could affect grades as stated on the absence/tardy policy.
- Students must earn a grade of “C” or better to pass any teacher licensure required courses. Grades of “C-“ or below are failing grades. Please refer to the policy about retaking courses in Special Education & Rehabilitation.
- Students must maintain a grade point average of 2.75 after being admitted to the Alternative Teacher Preparation Program.
- “Incomplete” grades will be issued for this class in accordance with the University “Incomplete Policy”. Please locate and read this policy.

SEVERE ALTERNATIVE TEACHER PREPARATION (SATP) ABSENCE/TARDY POLICY

Absences: Only 2 excused absences are allowed each semester. An excused absence includes Back-to-school Night or Parent/Teacher Conference night or illness. It does not include IEP meetings, sports or coaching events or other extra curricular assignments. After 2 excused absences, a doctor’s note will be required for any additional absences. Tardies (or leaving class early) of more than 30 minutes will be noted as an absence. Students who have more than 2 excused absences per semester are at risk of disciplinary action which could include a reduction in one letter grade for each additional absence, or being dropped from the course for the semester. After 2 absences, you will be required to meet with the program coordinator, Cindy Myers, to develop an improvement plan.

Please notify your instructor of absences before the start of class time. For contract related absences, please submit your notification to the instructor in writing. A message on the instructor’s voice mail with the date and reason for your absence is adequate (801-548-3407) for illness.

If you are going to be absent from class, please ask a classmate to collect any handouts and share class notes with you.

If you are experiencing health or personal issues that make regular attendance impossible, please consider requesting an “Incomplete” status for the course (see USU’s Incomplete Policy).
**Tardies:** Two tardies of 15 minutes or less are allowed each semester. Tardies of more than 30 minutes (or leaving class more than 15 minutes before the end of class) are counted as an absence for the day. Students with more than 2 tardies will have 10 points deducted from the semester final points for each additional tardy. Students with more than 2 tardies will be asked to meet with the program coordinator to create an improvement plan and could face additional disciplinary action including being dropped from the course for the semester.

---

**USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES**

**USU INCOMPLETE POLICY**

**Incomplete (I) Grade:** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head. Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the “I” grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the “I” grade must be filed with the department office. The “I” grade should generally not require a complete repeat of the course. **A student should not reregister for the course.** Research and thesis courses taken for graduate work are exempted from this policy. All “I” grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

---

**STUDENTS WITH DISABILITIES**

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early
in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

GRADING GUIDELINES
1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
1. Certification/Undergraduate Students – Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students – All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY
Student behavior in accordance with USU’s Student Code of Conduct/ Rights is expected during all interactions with faculty and peers. It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g. cheating on tests, plagiarism, lying to supervisors and instructional coaches or cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRATE COURSE REQUIREMENTS (Effective Fall 1994)
1. Students are required to earn a “C” or higher in all certification courses. Students who receive a grade below “C” must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below “C” or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.
BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information for Alternative Teacher Preparation students is typically conducted according to the employing school district policy.

STUDENT-INSTRUCTOR EXPECTATIONS:
Toward a Civil and Productive Classroom Environment

STUDENT-INSTRUCTOR RELATIONSHIPS

Both the instructor and the student are responsible for maintaining a classroom atmosphere where courtesy and good will prevail. This means that instructors and students are kind, listen to what others have to say, and do not “put others down,” or show disrespect. Students and instructors can maintain a positive learning environment by constantly working to improve the quality of interpersonal relationships. If at any time the student or teacher feels that the relationship needs improvement, he or she should approach the problem appropriately, by saying something like, “It seems that there is a problem here. I should like to talk to you and see if you agree.” The university expects that participation in collaborative class-management will contribute to students’ development as citizen-scholars.

WHAT STUDENTS CAN EXPECT FROM INSTRUCTORS

There are many things instructors can do to help set a positive tone for the classroom:

- Respect and show courtesy for students regardless of their gender, race, religion, or sexual orientation.
- Offer assistance to students when needed.
- Listen attentively when students “have the floor.”
- Listen to suggestions for improving the classroom environment.
- Arrive on time and be prepared.
- Inform students of changes in the syllabus, schedule, or assignments.
- Work on solving problems if they arise.

WHAT INSTRUCTORS CAN EXPECT FROM STUDENTS

There are many ways in which students help set a positive tone for the classroom:

- Respect and show courtesy to classmates and the instructor regardless of gender, race, religion, or sexual orientation.
- Ask for assistance when needed.
- Listen attentively when another student or the instructor “has the floor.”
- Listen to suggestions for improving the classroom environment.
- Arrive on time and be prepared. Stay throughout class time.
- Manage/take personal responsibility for course work and assignments. Make note of changes in the syllabus, schedule, or assignments.
- Work on solving problems if they arise.