LONG BEACH STATE UNIVERSITY
College of Education

Vision:
Equity & Excellence in Education

Mission:
The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDP 560: Functional Behavior Assessment and Positive Behavior Support

Spring 2021

College of Education
Advanced Studies in Education and Counseling

Course Information

Instructor: Leann Hardwick Ed.D., BCBA	**Email**: Leann.Hardwick@csulb.edu
Virtual Office Hours Days/Times: Fridays 9 am - 11 am or by appointment. **Email is the best way to contact me, and I can schedule time to meet.*	**Office Hours Zoom:** https://csulb.zoom.us/j/83703825701
Class Days/Times: Thursdays 7:00-9:45 pm **online** **Please see the class schedule for synchronous and asynchronous days.*	**Class Zoom Link**: https://csulb.zoom.us/j/85164122223

Catalog Course Description
Prerequisites: EDP 405. Designing, implementing, monitoring, and evaluating comprehensive behavior support plans based on functional behavior assessment data. Developmental and mental health factors impacting the behavior of students with autism, emotional disturbance, and severe cognitive disabilities also will be included. Letter grade only (A-F).

TPE link: http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf

Course Student Learning Outcomes and Goals
Upon completion of this course, students will be able to:

a. Understand and articulate history and trends of applied behavior analysis in schools.
b. Identify, define, and apply behavioral methods and principles of human behavior and learning to practical problems in schools.
c. Design and implement relevant and useful behavior assessment procedures to collect baseline, progress monitoring, evaluation, and intervention validity data.
d. Employ direct and indirect functional behavioral assessment procedures to identify the function of an identified maladaptive behavior.

e. Employ functional behavioral analysis techniques, when necessary, under appropriate environmental conditions.
f. Design, implement, and monitor the implementation of comprehensive behavior support plans appropriate to an identified problem behavior.
g. Evaluate the efficacy and efficiency of implemented behavior support plans.
h. Employ functional behavior assessment procedures, and design and implement effective behavior support plans for students with autism, severe cognitive disabilities, and emotional disturbance.
i. Demonstrate understanding of state and federal regulations regarding the assessment and intervention of students with disabilities who display problem behaviors.
j. Demonstrate knowledge pertaining to the influence of cultural, linguistic, ethnic, and socioeconomic factors that may influence student behavior.

Required Texts/Course Materials:
O'Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprauque, J. R. (1997). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook* (3rd Ed). California: Brooks/Cole Publishing.

Articles posted on Beach Board (see list of Peer-Reviewed Journal Articles on p. 8)
**Additional articles may be assigned based on the flow of the class and new information available*.

Recommended Readings – not required
Steege, M.W., Watson, T.S. (2009). *Conducting School-Based Functional Behavioral Assessments, (Second Edition): A Practitioner's Guide.* New York, NY: The Guilford Press.

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

Documents in this course will be available to you mainly in Word and PowerPoint forms. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to http://get.adobe.com/reader/.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Format of the class:

Zoom in person: Class will start at the designated time via zoom (camera's on, sound off as appropriate)

- Check-in
- Review of the lesson objectives
- Lesson information/discussions
- Activity
- Pulse on the content check-in
- Review of expectations for the next week

Discussion Board Class (DB): We will not meet in person on zoom. The PowerPoint/lesson content will be posted with any voice over or videos need. There will be an interactive prompt on discussion board to complete by the start of the following class (you will have 1 week to complete at your own pace).

Expectations for participation:

- Review the content posted
- Review any literature
- Respond your own thoughts to the DB prompt
- Respond to 2 peers

Course Communication

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Announcements, last minute notifications or updates will be posted on the News Feed on BeachBoard. It is recommended that students set their BeachBoard accounts to alert them when post and messages are added to the course.

Emails are typically responded to within 12 hours of receiving them, but please allow 24 hours.

Students should also review the Office of Student Conduct and Ethical Development's Zoom Etiquette for Students @ the Beach.

Week	Topics, Readings and Assignments	Class Format	Due Dates/Deadlines
1 8/26	WELCOME! Introductions Syllabus Review Discuss class layout and answer any questions Reading discussion Syllabus Scavenger Hunt last part of class	Zoom at class time	**Article**: Keynes (1997) and Cooper (1982) **Book**: None Syllabus Scavenger Hunt
2 9/2	**Introduction to FBA** - What is it? Why important? - What's involved? - Who is involved? FBA checklist Reading Discussion: Topic of Social Validity **Activity**: Helpful or not helpful? – review sample FBAs	Zoom at class time	**Article:** Wolf (1978) **Book:** Chapter 1 **HW #1 Due** (choose 1 article from week 1 or 2 to write the reflection.)
3 9/9	**Choosing Behaviors** - What is behavior? - Operational Definition - How is it learned (intro)? - Prioritizing behaviors (escalation cycle). Reduction goal vs replacement goal	**Discussion Board**: Use readings and lessons to support your discussions	**Article**: Hurl et al (2016) Myers & Holland (2000) **Book:** Chapter 2 **HW #2 Due** – Write up a formal observation
4 9/16	**Collecting Behavior** Data collection review - Doing observations - Frequency, duration, intensity, ratio, time sample Practice Data collection	Zoom at class time	**Article: None** **Book**: Chapter 3 **HW #3 DUE** – Target Behavior & Operational Definition
5 9/23	**Functions of Behavior: Attention, Access, Escape/Avoid, SSB** (rule out pain). Replacement must match the function of bx. Overview of functions of behavior Taking ABC data *Practice ABC data: ID and define behavior - analyzing*	Zoom at class time	**Article:** Iwata et al (1994) **Book**: None
6 9/30	Functions of behavior and linking to intervention (Types of interventions). - **Attention** - **Access**	**Discussion Board**: Use readings and lessons to support your discussions	**Article:** Hanley et al (2014) **Book:** Chapter 4

7 10/7	Functions of behavior and linking to intervention (Types of interventions). - **Escape/Avoid** - **SSB** *Activity: Match function to replacement skill*	Zoom at class time	**Article:** Trussell, R., Chen, H., Lewis, T., & Luna, N. (2018) **Book: NONE**
8 10/14	**What now? – How to implement a plan.** Writing the plan AKA lesson plan Breaking a skill down into phases Task Analysis (TA) *Activity: Practice breaking a skill down into 3 phases (what you are teaching the student to do or understand).*	Zoom at class time	**Article**: Choose an intervention article that is related to an intervention you may want to address. Possible option for your intervention. This will be the article for HW#4. **Book: Ch.5**
9 10/21	**Reinforcement and Systems** Review how behaviors are learned – this is the "c" Behavior Strategies – Increasing & Decreasing Bx - Differential Reinforcement - Non-contingent reinforcement - Self -Monitoring - Group Systems - Making behaviors ineffective.	Zoom at class time	**Article**s: Carnett et al (2014) Kennedy (2000) **Book**: None **HW: #4 Due Based on week 8 article.**
10 10/28	**Classroom Management**	Discussion Board – at your own pace	**Article:** Collins, B., Lo, Y., Park, G., & Haughney, K. (2018). **Book:** None Podcast: ABAInside Track – The Good Behavior Game **Part 1 DUE**
11 11/4	Putting it all together.	Discussion Board – at your own pace	**TBD**

12 11/11	**Interventions for Students with ASD**: ABA, DTT, PRT, TEACCH and Miller Method	Zoom at class time.	**Article:** Steege et al (2007) Mohammadzaheri (2015) Callahan et al (2010) **Book:** None
13 11/18	**Legal & Ethical Use of FBA** Manifestation Determination	Discussion Board – at your own pace	No reading. **Part 2 due**
14 11/25	No Class! Enjoy your time off!	OFF	Nothing due ☺
15 12/2	Behavior with Students with **Emotional/Behavioral Disorders**	Discussion Board – at your own pace	**Articles**: Quinn & Lee (2007); Sutherland et al. (2008) **Book:** None
16 12/9	**Group Presentations – screen sharing** *Post on BB	Zoom at class time	Video Clips 1-page handout (front/back ok)

Week	Required Readings
1	Cooper, J. O. (1982). Applied behavior analysis in education. *Theory into practice*, *21*(2), 114-118. Keynes, J. (1997). Excerpts from Addressing Barriers to Learning Newsletter. *Journal of Positive Behavior Interventions*, 2(2), 5-9.
2	Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11,* 203-214.
3	Hurl, K., Wightman, J., Haynes, S., & Virues-Ortega, J. (2016). Does a pre-intervention functional assessment increase intervention effectiveness? A meta-analysis of within-subject interrupted time-series studies. *Clinical Psychology Review*, 47, 71-84. Myers, C., & Holland, K. (2000). Classroom behavioral interventions: Do teachers consider the function of the behavior? *Psychology in the Schools, 37*(3), 271-280.
4	Trussell, R., Chen, H., Lewis, T., & Luna, N. (2018). Reducing Escape-Maintained Behavior Through the Application of Classroom-Wide Practices and Individually Designed Interventions. *Education & Treatment of Children, 41*(4), 507-532. Iwata, B.A., Pace, G.M., Cowdery, G.E., & Miltenberger, R.G. (1994). What makes extinction work: An analysis of procedural form and function. *Journal of Applied Behavior Analysis, 27*, 131-144.
5	Hanley, G.P., Jin, C.S., Vanselow, N.R., & Hanratty, L.A. (2014). Produing meaningful improvements in problem behavior of children with autism via synthesized analyses and treatments. *Journal of Applied Behavior Analysis, 47*, 16-36.
6	You choose an intervention article to read and use for your HW#3.
7	Carnett, A., Raulston, T., Lang, R., Tostanoski, A., Lee, A., Sigafoos, J., & Machalicek, W. (2014). Effects of a Perseverative Interest-Based Token Economy on Challenging and On-Task Behavior in a Child with Autism. *Journal of Behavioral Education*, 23, 368-377. Kennedy, C. (2000). When reinforcers for problem behavior are not readily apparent: extending functional assessments to complex problem behaviors. *Journal of Positive Behavior Interventions*, 2(4), 195-201.
8	Collins, B., Lo, Y., Park, G., & Haughney, K. (2018). Response Prompting as an ABA-Based Instructional Approach for Teaching Students With Disabilities. *TEACHING Exceptional Children, 50*(6), 343-355.

9	Steege, M. W., Mace, F. C., Perry, L., & Longenecker, H. (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools, 44,* 91-99. Callahan, K., Shukla-Mehta, S., Magee, S., & Wie, M. (2010). ABA versus TEACCH: the case for defining and validating comprehensive treatment models in autism. *Journal of Developmental Disorders*, 40, 74-88. Mohammadzaheri, F., Koegel, L., Rezaei, M., & Bakhshi, E. (2015). A Randomized Clinical Trial Comparison Between Pivotal Response Treatment (PRT) and Adult-Driven Applied Behavior Analysis (ABA) Intervention on Disruptive Behaviors in Public School Children with Autism. *Journal of Developmental Disorders*, 45, 2899–2907. Hine, J. F., Ardoin, S. P., & Call, N. A. (2018). Token economies: Using basic experimental research to guide practical applications. *Journal of Contemporary Psychotherapy*, *48*(3), 145-154.
10	Ahearn, W. H., Clark, K. M., MacDonald, R. P., & Chung, B. I. (2007). Assessing and treating vocal stereotypy in children with autism. *Journal of applied behavior analysis*, *40*(2), 263–275. doi:10.1901/jaba.2007.30-06
11	Borgmeier, C., Loman, S., Hara, M., & Rodriguez, B. (2015). Training school personnel to identify interventions based on functional behavioral assessment. *Journal of Emotional and Behavioral Disorders*, 23 (2), 78-89.
12	Losinski, M., Katsiyannis, A., & Ryan, J. (2013). Recent case law regarding functional behavioral assessments: implications for practice. *Intervention in School and Clinic*, 49(4), 251-254.
13	Zirkel, P. A. (2009). What does the law say? *Teaching Exceptional Children,* May/June.
14	Carr, E. G., & Owen-DeSchryver, J. S. (2007). Physical illness, pain, and problem behavior in minimally verbal people with developmental disabilities. *Journal of Autism & Developmental Disorders, 37,* 413-424.

***Articles subject to change. Assigned readings will be posted on BB the week before.**

Course Evaluation Components and Grading

Evaluation Components

Homework/Take home quizzes (4 @ 5 points each = 20 points)
Short, written, at-home assignments will be given throughout the semester to keep students engaged in the content and gauge their understanding of key concepts, topics, and issues pertaining to functional behavior assessment and intervention.

Homework assignments will be discussed in class the week prior to their due date. If absent, students are responsible for obtaining homework information from a fellow classmate and meeting the deadline.

For HW #1/#4
A couple of homework assignments will include writing a reaction paper. Please note that reaction papers are **not** a summary of what you have read or heard. Yes, it should include a brief summary, but **brief** is the operative term. Instead, it should include your considered, thoughtful reaction to the problem, applied solution, results, and conclusions of the paper or presentation. Please use the following guideline for writing reaction papers:
1. Provide a short summary of key points

- Demonstrate your understanding of the argument(s), main ideas, etc. Begin with one or two sentences summarizing the author's purpose, such as '*This paper evaluated a pair of competing hypotheses about the cause of self-injurious behavior.*' Follow this with a few sentences describing the kind of evidence and analytic methods that were used.

2. Analysis/Evaluation – Identify the targets strengths and weaknesses

- Show that you understand what the author has done well, and where the author has fallen short. Be specific. Some questions you might consider and address:
- Did the author(s) actually do what he/she/they set out to do? Why or why not, specifically?
- Was the study well done? If not, why not? What might you have done better?
- Were the analyses well done? Again, if not, in what way(s) not?
- Were alternative hypotheses clearly presented, carefully considered, and evaluated fairly?

3. Reaction papers require *your* reactions

What is your reaction to the article? Do you believe the conclusion(s)? Your impressions/reactions should be grounded in points such as:

- How does the paper relate to other facts and/or ideas that you've read or heard about?
- What questions or insights do the article /presentation raise for you? What have you learned and what do you remain doubtful about?
- What new idea or opinions, if any, have you developed as a result of reading/hearing and thinking about the target?
- What important questions remain unanswered in your mind about the subject of the target?

Observation for Case Study: HW #2:

Choose a participant either in person or distance.

- Collect data on 1-3 behaviors – your target behavior will be determined from this observation.
    - Notes should be listed
- Write up in a narrative form and submit to dropbox as HW#2 (see sample in the template for Part 1).
    - Paragraph form with a data table

Target Behavior and Operational Definition: HW #3: Identify a socially significant behavior and label it.

- Tell the reader what the behavior looks like – what it is and what it is not.
- Tell the reader how often the behavior is occurring within a set amount of time. This will be consistent throughout your project.

Group Project: Student Presentation & Video Clip (10+15= 25 points) **-** (in class presentation via zoom).

In groups of 3, students will provide (1) an in-class presentation on an empirically based behavior strategy based on a peer-reviewed journal article, (2) a short video clip demonstrating the strategy, and (3) a 1-page hand-out describing the strategy with copies distributed to all classmates. The entire presentation should be no longer than 15 minutes (videos are generally 1-3 minutes long). All student presentations/video clips should be unique; replication of behavior strategy presentations will be avoided by each group indicating a specific behavior strategy on a sign-up sheet decided in class together.

Look for articles on the following topics for a description and examples on how to use them:

- Token economy
- Self-monitoring
- Response cost
- Continuous reinforcement
- First/Then (Premack principle)
- Teaching Interactions
- Delayed Tolerance
- Social Praise

- Behavior Contract
- Environmental Antecedent Manipulation
- Structured Choices
- Visual Supports
- Skills instruction
- Ignoring
- Forced Choice
- Differential reinforcement
- Overcorrection
- Time-in/Time-out
- Non-contingent reinforcement
- Breaking demands into manageable chunks (antecedent manipulation with tasks)
- Relaxation and/or Progressive Muscle Relaxation`
- Exercise
- Priming
- Observational learning – modeling from peers

The **in-class presentation** (10 minutes) and **1-page hand-out** should reference the journal article and provide a description of the study, as noted below (10 points). Points for the presentation and hand-out will be awarded based on the inclusion and clear description of the study as follows:

- Sell this strategy to your reader.
- Description of behavior strategy and rationale for implementation (reference your article as a resource).
    - Include tips on how to do it, what to include, what population the study supports.
- Generalization of the behavior strategy to different persons, settings, and problem behaviors

Following the presentation, students will show a **5-minute video clip** demonstrating the behavior strategy. Grading will be based on the following (15 points):

- Description of the context (e.g., actor roles, setting, identified problem behavior, etc.) is provided prior to showing the video clip
- In the video clip, the behavior strategy is:
    - Show behavior **without** intervention
    - Demonstrated accurately, sufficiently, and fluently
    - Demonstrated so as to be replicable by viewers
    - Show behavior **with** intervention
- Evidence of planning is apparent (e.g., actors are prepared; setting is conducive to videotaping; props are readily available, etc.)
- Video clip is in-focus and audible – test the sound on phones
- Demonstration of behavior strategy is creative, structured, and relevant

Please note that if you will be including a minor from your school site, or any public-school setting, you will need to receive written permission from his/her parents prior to videotaping. Please include written parental permission with your assignment (permission slip on BB under group project).

Case Study (150 points total) – Signature assignment for your portfolio.

Structure of case study will be modified to support alternative instruction.

Approved fieldwork districts are posted on the CED website listed below. Please talk to me if any questions or concerns arise.

http://www.ced.csulb.edu/single-subject/approved-fieldwork-districts

Students will identify and work with a student who is displaying a severe behavior problem for at least 9 weeks. **Written parental consent should be obtained prior to data collection.** See Beach Board for consent form. The objective of this project is to extinguish a maladaptive behavior and increase a desired behavior. A copy of the report (e.g., Case Study Part I and Case Study Part II) will be provided to the parent and/or teacher after the report has been graded and approved by the instructor. Case study reports will be graded based on the inclusion and quality of items on the Problem-Solving Case Study Report Rubric.

A report of the Case Study will be written and submitted to the instructor in two pieces. All references to the target student, parent, and teacher (verbal & written) should be a pseudonym (not initials, use an actual name).

Case Study Part I*:* (108 points)
**Assessment part is past tense, plan part is future tense*
Case Study Part II*:* (42 points)

Two rubrics will be used for each part of and posted on BeachBoard, but each part will build on the previous one.

Each part of the Case Study should be **double-spaced, with 12-point font.** It is recommended that the report include the headers outlined on the rubric; however, there should not be a section labeled "Assessment Methodology" and this item is graded based on the appropriateness of assessment measures proposed/used throughout the Case Study (e.g., problem identification and analysis; progress monitoring; intervention evaluation, etc.). Students scoring below 80% on either part of the Case Study may revise and resubmit their report (with their original, graded assignment) the following week for reconsideration of points.

***Directions for Case Study Part I*: Follow the template for clarity**

1. Obtain parental consent (turn in with report)
2. Problem Identification:
    a. Review of records for health and medical factors which may influence behaviors (e.g., medication, sleep cycles, health problems/issues, diet);
    b. Review history of the behavior to determine effectiveness of previously used behavioral interventions (e. g., discipline records, IEPs, teacher notes, etc.)
    c. Interview key persons (2) knowledgeable of the student and/or behavior (e.g., the student, if appropriate; teacher; parent; administrator; counselor, etc.);
        i. Interviews must be done in person or via phone. They cannot be conducted via email or sent home to complete.
    d. Systematic observation (2) of the occurrence of the targeted behavior to obtain an accurate definition and description of the frequency, duration, latency, and/or intensity of the problem behavior (choose a form of data);

e. Systematic observation of the behavior related to the frequency, duration, latency, and/or intensity of similar peer behavior

3. Problem Analysis:
    a. Systematic observation of immediate antecedent events associated with each instance of the targeted problem behavior;
    b. Systematic observation and analysis of the consequences following the occurrence of the problem behavior to determine the function the behavior serves for the individual;
    c. An analysis of the antecedents and consequences that maintain the targeted problem behavior (6 data points on 6 separate days);
    d. Ecological analysis of the setting(s) in which the behavior occurs most frequently. Factors to consider may include the physical setting, social setting, activities and nature of instruction, scheduling, quality of communication between the individual and others, degree of individual's independence, degree of individual's participation, amount and quality of social interaction, degree of choice, and variety of activities;
    e. Assessment methods used and data collected were in consideration of the student's cultural, linguistic, ethnic, and socioeconomic background and ability.
4. Plan Development:
    a. Based on the data collect, succinct description of the nature, severity, and rate of the target behavior in objective and measurable terms;
    b. Baseline data (minimum 3 data points) from systemic observation (i.e., event, duration, time-sampling, etc.) displayed on a graph with an intervention goal, aim line, and appropriately labeled axes;
    c. Description of the efficacy and reliability of the target behavior in serving its function;
    d. Description of a replacement behavior (serves the same function) or an alternative behavior (pro-social behavior that cannot co-occur with the target behavior).
    e. Detailed description of the behavior intervention(s) to be used and the circumstances for their use, including:
        - Specific intervention strategies based on data collected and student needs that are empirically-supported to make the problem behavior irrelevant, ineffective, inefficient for the student;
        - How intervention integrity will be monitored;
        - Specific criteria for modifying or discontinuing the use of the intervention due to lack of effectiveness and replacing it with an identified and specified alternative;
        - Criteria by which the procedure will be faded or phased-out, or less intense/frequent behavioral intervention schedules or techniques will be used;
        - Description of the frequency of consultation to be provided to teachers, staff members, and parents who are responsible for implementing the plan.
        - Intervention strategies chosen are in consideration of the student's cultural, linguistic, ethnic, and socioeconomic background and ability.

Reminders:

- Be sure to include the target behavior with operational definition
- The schedule of reinforcement with appropriate phases
- Proactive procedure
- Reactive procedure
- Staff should be able to pick up and use system without many questions
- Needs to be individualized to the student it is designed for

Directions for Case Study Report Part II: Follow the template for clarity

1. Plan Evaluation:
    a. Succinct summary of problem identification and problem analysis data collected, including the frequency and intensity of the target behavior(s), baseline data, and variables predicting and/or maintaining problem behavior(s);
    * Recap what the issue is. Give the reader the meat of the issue as if they did not read part 1.
    b. Description of actual (rather than planned) intervention strategies implemented and the student's response (e.g., progress monitoring data) to those strategies in reference to baseline and expected or peer performance (refer to your graph);
    c. Consultation outcomes including number and frequency of consultation, content of consultation, and actions taken by the intervention implementer and/or consultant as a result of consultation.
    d. Summary of treatment fidelity data and its relation to the results attained.
    e. Graph should include the following:
        - Graph is labeled – one for reduction goal (behavior reduced) & one for replacement goal (Skill learned)
        - Both axes clearly labeled
        - Equal intervals along axes
        - Three or more baseline data points
        - Baseline intervals marked with vertical line
        - Intervention changes marked with vertical line
        - Minimum of 6-8 progress monitoring data points
2. Conclusion:
    a. Succinct restatement of target behavior, intervention strategies implemented, and intervention results.
    b. Recommendations to further enhance or increase student success, and suggestions for generalizing behaviors across settings, times, activities, etc. and fading intervention implementation.
    c. Reflections of what went well, what could have gone better and what you would do the next time.

Course Grading

Grading:

Attendance & Class Participation (2pt/each)	28 points
Homework (4 @ 5 points each)	20 points
Group Project: Handout and Video	25 points
Case Study I	108 points
Case Study II	42 points
Total Possible	223 points

A= 223- 201 points
B= 200 – 178 points
C= 177-134 points
D = 135 – 125 points
124 below is not passing

Course Policies

Attendance and Participation
Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade. Each class/weekly assignment is worth 2 points.

Late Work/Make-up Policy
Late assignments and make-ups are accepted in the event of a documented unexpected emergency OR through prior arrangement with the instructor when the student has advanced knowledge of a compelling conflict in schedule. These may include work-related absences, illness, or religious obligations and observances. Make-ups under these circumstances will not be penalized as long as the student informs the instructor at least two weeks prior to the absence or brings documentation of an emergency that precluded advance notice. All other requests for make-ups are subject to denial or penalty.

Plagiarism/Academic Integrity Policy
There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy
Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations
Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

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Additional Information

Student Support Services
The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.