Course title: **Identification of the Problem/Assessment 3 Credits**

Banner abbreviation: 

Faculty member(s) who developed the course: Nancy Murray and Anne Howard

Contact person: Nancy Murray Graduate Program proposing the course: SPED/ Behavioral Analyst Certificate Program

Course Description: If the course description included in the syllabus is more than thirty-five words, an abbreviated version is required with this course proposal for publication use.

This course provides advanced coverage of assessment methods utilized in the field of ABA. Theoretical frameworks and best practices for analyzing behaviors are examined. Candidates utilize evidence-based strategies for conducting an effective functional behavioral assessment.

Rationale for offering the course:

Applied Behavior Analysis is a well-developed discipline among the helping professions, with a mature body of scientific knowledge, established standards for evidence-based practice, distinct methods of service, recognized experience and educational requirements for practice, and identified sources of requisite education in universities.

There has been a significant increase in the demand for Certified Behavioral Analysts to support the behavioral needs of students within our school systems. This course helps to prepare graduate students to obtain their BCBA Certificate in order to provide such support.

This course is the fourth of a sequence of six that meets the needs of the Behavioral Analyst Certificate Board 4th Edition Task List.
Is there a similar undergraduate course? ☐ Yes ☐ No If so, how does this graduate course differ?

Discipline Prefix: SPED If more than one provide rationale:

Credits: 3 Level: ☐ 7000 ☐ 8000 ☐ 9000

Brief rationale for level choice:

This is an advanced level course.

Additional requirements: _______ Laboratory hours _______ Pre-practicum hours _______ Practicum hours

_______ Fieldwork hours Other (specify): ____________________________________________________________

Prerequisite courses if any: SPED 8013 and 8028 (SPED 8029 is also a pre-requisite but cannot be listed due to timing)

This Course will be: ☐ a required course ☐ an Elective Special/Note:

Course is a replacement for (Course Number/Name course):

Has the course been offered previously as "Topics"? ☐ Yes ☐ No If yes, How often? ______________________________

What is expected average enrollment? The expected enrollment is 20 ______________________________

Which semester will this course first be offered? Fall 2015 How often thereafter to be offered? Once a year ______________________________

Does this course affect offerings in any other department or program? ☐ Yes ☐ No If yes, please explain:

Is this an Extended Campus course? ☐ Yes ☐ No
Course syllabus must be attached and completed according to Fitchburg State guidelines.

□ Course Syllabus attached

Required Signatures—Graduate and Continuing Education Course Approval

Graduate Program Chair: ___________________________ Date: 2/26/15

Department Chair: _________________________________ Date: 2/23/15

Graduate Council Chair: ____________________________ Date ______
(Indicates Graduate Council approval)

President: ___________________________ Date: ________
SPED 8032
Identification of the Problem/Assessment 3 Credits

Instructor:
Office:
Telephone:
E-Mail:
Fax:
Office Hours:

COURSE DESCRIPTION:

Identification of the Problem/Assessment provides advanced coverage of assessment methods utilized in the field of Applied Behavior Analysis. Theoretical frameworks and best practices for analyzing behaviors are examined and discussed. Candidates will utilize evidence-based strategies for conducting an effective functional behavioral assessment. Preference and reinforcer assessments, ethical considerations and collaboration with behavioral and non-behavioral colleagues are also covered.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that 6 semester hours of Fitchburg State University credit taken within a year prior to the candidate’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 6 credits prior to matriculation will NOT be accepted towards the degree.

TAKING AN ONLINE COURSE:

I would encourage everyone to familiarize yourselves with the general format of the class and its expectations. As the class is online, it is essential to be self-motivated and manage your time. I strongly recommend that you stay active in the class and the discussions on a regular basis. Also, make use of the supports available to you. All these supports are detailed in the Student Introductory Course within your Blackboard account. The class itself is a great resource. In addition, make sure to ask me any questions that you have. I am readily available via email and Blackboard IM (detailed later in the syllabus). Also, remember that the IT Helpdesk is available 24/7 by emailing helpdesk@fitchburgstate.edu or by calling 978-665-4500.

TEXT:


JOURNAL ARTICLES:


**Fitchburg State University Teacher Education Conceptual Framework**

**Knowledge:** As a result of the learning experiences in the course, you will become more cognizant of:
- Assessment methods utilized in applied behavior analysis
- Theoretical frameworks and best practices for analyzing behavior

**Skill:** As a result of the learning experiences in the course, you will become better able to:
- Conduct a functional analysis
- Conduct a functional behavioral assessment
- Conduct preference and reinforcer assessments
Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Describe and explain behavior in non-judgmental, behavior-analytic terms
- Identify clients' preferences

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Responsibly evaluate client referrals
- Accurately assess behavior in order to obtain necessary information to develop effective behavior change procedures

Reflective Leader: As a result of the learning experience you will become a more reflective educator by:

- Becoming better able to provide behavior-analytic services in collaboration with others
- Becoming better able to practice within the limits of your professional competence and knowing when to seek consultation from others

Reflective Leader: As a result of the learning experience you will become a more reflective educator by:

TECHNOLOGY INITIATIVES:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool;
- a communication method (email)
- a data analysis and graphing tool (Excel); and
- a tool for presentation and teaching (PowerPoint).

FITCHBURG STATE UNIVERSITY ONLINE LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, library instruction, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distributed Learning Library Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and how to access them.

Candidates who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at http://www.fitchburgstate.edu/library and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard
courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Information Technology Help Desk at 978-665-4500. The Library can issue you a temporary guest Falcon Key to use while the Information Technology Department is setting up your account; contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University candidates are eligible for a Fitchburg State University One Card ID that also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/library/それでも/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, candidates may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Candidates wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onedcard/photoless/index.cfm) or present a course registration confirmation at One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

INSTRUCTIONAL STRATEGIES:

- Lecture/ Presentation
- Discussion/ Questioning
- Laboratory
- Problem Finding / Solving
- Discovery
- Interviewing
- Collaborative Learning Groups
- Reflective Response
- Creating Visual Illustrations of Concepts
- Data Collection and Analysis
- Pre-Practicum (Candidates pursuing DESE licensure)
- Role Playing/ Simulation
- Independent Learning
- Field Trip
- Computer Application
- Viewing or Listening Followed Discussion
- Other

COURSE CONTENT OR TOPICAL OUTLINE: see end of syllabus

COURSE REQUIREMENTS:

Discussions: Candidates will participate in regular online asynchronous discussions via Blackboard. The instructor will post a question or comment related to the topic of each module, and candidates will be required to post a comment of their own in response. Candidates are encouraged to post their own original comments and questions, and to be active and reflective conversation participants.

Application Exercises: Candidates will complete six application exercises throughout the semester. These exercises will involve applying learned content knowledge in a “real-world” fashion and are designed to provide candidates with additional experience in identifying problems and assessing behavior. Activities may include defining target behaviors, observing candidates/clients and
conducting behavioral assessments (please note this is not an exhaustive list). Application exercises will be submitted via Blackboard. Additional information will be provided throughout the semester.

**Quizzes:** Candidates will take six quizzes to assess mastery of content knowledge covered in assigned readings. Quizzes may include, but not be limited to, multiple-choice, fill-in-the-blank, true/false and/or matching questions. Quizzes taken via Blackboard are timed and considered “closed-book.” Candidates requiring extra time as an accommodation should speak with the instructor at the beginning of the semester—please refer to the section on “Disability Policy” for additional information.

**Functional Behavioral Assessment:** Each candidate will conduct a functional behavioral assessment (FBA) for one candidate he/she works with. The FBA should encompass at least one target behavior. Components of the FBA include the functional assessment interview (O’Neill et al), the candidate-directed functional assessment interview (O’Neill et al) (if appropriate), the Functional Assessment Screening Tool (FAST) (Ivate) OR Motivational Assessment Scale (MAS) (Durand), antecedent-behavior-consequence data collection and direct observation of the candidate. Additional information about this assignment will be shared throughout the semester.

**COURSE OBJECTIVES:**

**Essential Question:** How do behavior analysts work in collaboration with others to responsibly and ethically use the science of applied behavior analysis to identify problems and assess behavior?

**BACB® Fourth Edition Task List Items Address in this Course:**
- **Section II: Client-Centered Responsibilities**
  - **G: Identification of the Problem**
    - G-01, G-02, G-03, G-04, G-05, G-06, G-07, G-08
  - **I: Assessment**
    - I-01, I-02, I-03, I-04, I-05, I-06, I-07

**COURSE EVALUATION POLICIES AND PROCEDURES:**

<table>
<thead>
<tr>
<th>Evaluation Category</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Discussion Board Posting</td>
<td>15%</td>
</tr>
<tr>
<td>Functional Behavioral Assessment</td>
<td>25%</td>
</tr>
<tr>
<td>Application Exercises (lowest grade dropped from average)</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (lowest grade dropped from average)</td>
<td>30%</td>
</tr>
</tbody>
</table>

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**Fitchburg State University Graduate Grading System**

<table>
<thead>
<tr>
<th>Grade Point</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>3.7</td>
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<td>89-91</td>
<td>A/B+</td>
</tr>
<tr>
<td>3.3</td>
<td>86-88</td>
<td>B+</td>
</tr>
<tr>
<td>3.0</td>
<td>83-85</td>
<td>B</td>
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<tr>
<td>2.7</td>
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<td>77-79</td>
<td>B/C+</td>
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<tr>
<td>2.3</td>
<td>74-76</td>
<td>C+</td>
</tr>
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<td>71-73</td>
<td>C</td>
</tr>
<tr>
<td>0.0</td>
<td>0-70</td>
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</tr>
</tbody>
</table>

- **W:** Withdrawn
- **IN:** Incomplete
- **IP:** In Progress

Incomplete (80% of course requirements must be completed before a student can request a grade of IN).
COURSE POLICIES:

Policy on Disability
Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-3427 or 978-665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Participation
1. Participation in class discussions is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
2. All of these behaviors regarding preparation, participation and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement
All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed).

Cellular Telephones
Turn-off telephones during class time and pre-practicum experiences. Texting or other use of mobile devices is considered unprofessional and is not acceptable during class time. For emergency messages please set your telephone device to vibrate. Thank you in advance for your consideration of colleagues.

Grade Appeal
If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

Academic Integrity Policy
The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be signed that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy
You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.
Submission of Assignments
All major assignments should be submitted via Blackboard. Paper or email attachment copies of assignments will not be accepted. It is your responsibility to ensure that assignments have successfully posted to Blackboard.

Late Assignments
Assignments submitted via Blackboard after the assigned due date and time will be considered late. Late assignments will be marked down by 10% for every day beyond the original due date. Assignments will not be accepted after one week beyond the original due date, unless extenuating circumstances exist and the instructor has granted approval in advance.

Course Communication
Please note that periodic announcements may be sent via Blackboard throughout the course of the semester. It is your responsibility to check Blackboard and your FSU student email account on a regular basis.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>READINGS and ASSIGNMENTS</th>
<th>BACB® Task List</th>
</tr>
</thead>
</table>
| Module 1 | Introduction to Course                     | 1) Review syllabus, assignments and course site  
2) Introductions on discussion board  
3) Take practice quiz (not graded)                              | --              |
| Module 2 | Review of Basic Concepts and Measuring Behavior | 1) Review chapters 2 & 4 (Cooper, Heron & Heward)  
2) Complete application exercise 1  
3) Read and contribute to discussion board  
4) Take quiz 1                        | I-01, I-02, I-07 |
| Module 3 | Selecting and Defining Target Behaviors    | 1) Read chapter 3 (CHHI)  
2) Complete application exercise 2  
3) Read and contribute to discussion board  
4) Take quiz 2                        | G-01, G-05, I-01, I-02, I-03, I-06 |
| Module 4 | Preference Assessments                      | 1) Read chapter 11, p 274-283 (CHHI)  
2) Read Fisher et al, DeLeon & Ivata and Graff & Kursten articles  
3) Complete application exercise 3  
4) Read and contribute to discussion board  
5) Take quiz 3                        | A-14, I-05, I-07 |
| Module 5 | Functional Behavioral Assessment, Part 1    | 1) Read chapter 24 (CHHI)  
2) Read and contribute to discussion board  
3) Take quiz 4                        | G-03, I-03, I-04 |
| Module 6 | Functional Behavioral Assessment, Part 2    | 1) Read chapters 1 & 2 (O’Neill et al)  
2) Complete application exercise 4  
3) Read and contribute to discussion board                              | G-01, G-02, G-03, G-05, G-06, G-08, I-01, I-02, I-03, I-04, I-05, K-03 |
| Module 7 | Functional Analysis                         | 1) Review chapter 24 (CHHI)  
2) Read Ivata et al and Ivata & Dozier articles  
3) Listen to Ivata podcast  
4) Read and contribute to discussion board  
5) Take quiz 5                        | I-01, I-02, I-03, I-04, I-05 |
| Module 8 | Health and Medical Considerations           | 1) Read Weeden et al, Wyatt and May & Kennedy articles  
2) Take quiz 6  
3) Read and contribute to discussion board                              | G-02             |
| Module 9 | Ethical Considerations                      | 1) Read CHHI pg. 252-263, 641-642, 665-668, 675-676  
2) Review BACB® guidelines for responsible conduct  
3) Read chapters 6 & 7 (Bailey & Burch)  
4) Complete application exercise 5  
5) Read and contribute to discussion board                              | G-05, G-06, G-07, G-08 |
| Module 10 | Collaboration in Behavioral Assessment | 1) Read chapters 8-10, 14-16 (Bailey & Burch)  
2) Complete application exercise 6  
3) Read and contribute to discussion board | G-04  
G-06 |
| --- | --- | --- |
| Module 11 | Course Wrap-Up | 1) Submit functional behavioral assessment  
2) Complete course evaluation | -- |