

## **EDF 6226 BEHAVIORAL ASSESSMENTS, INTERVENTIONS, AND OUTCOMES IN EDUCATION**

### **3 Semester Course Credit Hours**

- 45 hours divided into (a) 35 hours in behavioral assessment, selecting behavioral outcomes, and selecting strategies and (b) 10 hours in ethical and professional standards issues relevant to the practice of behavior analysis.

**Prerequisites:** EDF 6225 Foundations of Applied Behavior Analysis in Education. Students must be eligible to enroll in Masters, Specialist, or Doctoral level courses.

**Course description:** Behavioral assessment, selecting behavioral outcomes, selecting behavioral strategies, and ethical and professional standards issues relevant to the practice of behavior analysis. This course serves as the second in a series of courses that prepares students to apply for the Board Certified Behavior Analyst Exam.

**Course Format/Type:** Mixed mode. Students will be required to access supporting documents from the Internet including the syllabus, assignments, and testing.

**Student Learning Outcomes:** Students will demonstrate proficiency in the following areas:

1. Develop an understanding of behavioral assessment and assessment procedures and the ethical considerations of these practices.
2. Develop an understanding of behavioral outcomes and the ethical considerations of these decisions.
3. Students will be able to identify, define, and explain behavioral strategies in a variety of situations.

### **Topics Covered:**

Conduct a task analysis.

Make recommendations to the client regarding target outcomes based upon such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.

State target intervention outcomes in observable and measurable terms.

Make recommendations to the client regarding intervention strategies based on such factors as: client preferences, task analysis, current repertoires, supporting environments, constraints, social validity, assessment results and best available scientific evidence.

Make recommendations to the client regarding behaviors that must be

established, strengthened, and/or weakened to attain the stated intervention outcomes.

When a behavior is to be weakened, select an acceptable alternative behavior to be established or strengthened.

Determine and make environmental changes that reduce the need for behavior analysis services.

Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.

Solicit or otherwise influence clients only through the use of truthful and accurate representations of intervention efficacy and one's professional competence in applied behavior analysis.

Practice within one's limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.

Maintain competence by engaging in ongoing professional development activities.

Obtain informed consent within applicable legal and ethical standards.

Assist the client with identifying life style or systems change goals and targets for behavior change that are consistent with:

The applied dimension of applied behavior analysis (Baer, Wolf, & Risley 1968).

Applicable laws.

The ethical and professional standards of the profession of applied behavior analysis.

Initiate, continue, modify, or discontinue behavior analysis services only when the risk-benefit ratio of doing so is lower than the risk-benefit ratio for taking alternative actions.

Identify and reconcile contingencies that compromise the practitioner - client covenant, including relationships among the practitioner, the client and other parties.

Use the most effective assessment and behavior change procedures within applicable ethical standards taking into consideration the guideline of minimal intrusiveness of the procedure to the client.

Protect confidentiality.

Truthfully and accurately represent one's contributions and those of others to the practice, discipline and profession of applied behavior analysis.

Ensure that the dignity, health and safety of one's client are fully protected at all times.

Give preference to assessment and intervention methods that have been scientifically validated, and use scientific methods to evaluate those that have not yet been scientifically validated.

### Required Texts:

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment of problem behavior: A practical assessment guide (Second Edition). Pacific Grove, CA: Brookes/Cole Publishing.

Grading System: Points will be allocated using the following 100 point system:

1. Participation in weekly assignments (30)
2. Midterm Exam (35 points)
3. Final Exam (35 points)

A response cost of 5 points will be deducted for late assignments or incomplete assignments. Assignments will not be accepted 1 week after the due date.

Incompletes (I) will not be given except under very extreme circumstances. Please see the UWF catalog for rules about Incompletes and course withdrawals.

Grading scale:

A	92-100
A-	90-91
B+	88-89
B	82-87
B- (B- or lower is considered a Failing grade for a Graduate level course)	80-81
C+	78-79
C	72-77
C-	70-71
D	60-69
F	59 or below

**Special Technology Requirements:** Students need to activate their Argo account and use UWF email for this course. Students need to have access to the Internet to participate in the on-line components of the course. Computer labs are available on the UWF main campus that have the needed technology prerequisites.

**Assistance for Students with Special Needs:** If you have special needs that will require an accommodation of any kind for you to participate in this course you must be registered with the university as a special needs student requiring classroom, curriculum,

instruction, testing, or any other accommodation. You must inform the instructor of your needs by the end of the second class meeting or within the first two weeks of the course. If you wish to discuss issues in private, please email me directly and/or make an appointment to come to office hours.

**Plagiarism & Fraud:** Committing any academic misconduct including plagiarism or fraud is punishable by **expulsion from the University System**. See UWF's Student Life Handbook page 48 for regulations and other sanctions. Ignorance regarding what constitutes academic misconduct will not excuse you from sanctions. If you commit plagiarism or fraud in this course you will fail this course without exception and additional sanctions may be pursued against you.

Elements required in CCRs for course changes: Topics covered, Midterm, and Final exams