I. TITLE: Functional Behavior Analysis

II. CATALOG DESCRIPTION: The content of this course provides student experience in understanding why individuals behave the way they do and how behavior may be taught, changed, and modified. Topics will include behavior management training strategies, implementation, data-based programming, and field-based teacher research methods. Field hours are required. Prerequisites: SED 300.

III. PURPOSE: This course is designed to provide methods of behavior management and modifications for classroom use.

IV. COURSE OBJECTIVES:
The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers, which reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS) and numbers in italics refer to IECE standards. As a result of participation in this course, the student will be able to:

A. Recognize various behavioral research designs and discuss uses, advantages and disadvantages of each (2, 5, 6) 1, 2, 5, 7.

B. Describe various schedules of reinforcement and advantages and disadvantages of each. (4, 5, 8) 4, 5.

C. Apply the principles of reinforcement to educational settings. (2, 3, 8) 2, 3.

D. Discuss the practical and legal problems associated with the use of punishment including overcorrection, positive practice, and time out. (2, 3, 5) 2, 3, 5.

E. Demonstrate the steps one would take in designing and implementing antecedent and consequential procedures. (3, 4, 8) 3, 4.

F. Discuss alternative behavior management approaches and the trend toward positive behavioral support programming, and social competence (2, 3) 2, 3.

G. Demonstrate the ability to isolate target behaviors, take baseline data, plan behavioral interventions, implement those interventions, construct graphs displaying data and discuss components of those graphs. (4, 5) 4, 5.

H. Demonstrate knowledge of functional behavioral assessment that links to behavior management plans to be included the child’s IEP. (1, 4, 5, 6, 8) 1, 4, 5, 6, 8.

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to design/plan instruction, create/manage learning climates, implement/manage instruction in their individual behavior change project; assess/communicate learning results with their functional behavior assessment; reflect/evaluate teaching/learning and utilize technology on all presentations and projects; and collaborate with colleagues with the cultural aspects of behavior group project.
The EPSB Theme of Diversity is addressed in the cultural aspects of behavior group project/presentation. The EPSB Theme of Assessment is addressed in the individual behavior change projects.

V. CONTENT OUTLINE:
A. Foundations for Understanding and Managing Behavior
B. Formal Behavioral Assessment
C. Direct Behavioral Observation and Assessment
D. Single Subject Designs
E. Establishing a Reinforcement Program
F. Cognitive Behavior Modification
G. The Development of Social Competence
H. Behavior Reduction Strategies
I. Specific Behavior Challenges
J. Cultural Influences on Behavior
K. Affective Therapeutic Approaches of Behavior Management

VI. INSTRUCTIONAL ACTIVITIES:
Lecture, demonstration, and group activities. Library work. A portfolio entry is required in this course. The entry must address Kentucky Experienced Teacher Standards II, III, IV, V, and VI. One of the behavior change projects completed in this course would serve as an entry. The instructor will determine other instructional activities.

Graduate students will be required to complete additional assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
Each student will complete a behavior change project approved and supervised by the instructor. This project will incorporate approximately 15 hours field experience.

VIII. RESOURCES:
Internet, Library

IX. GRADING PROCEDURES:
A. Course requirements
   Chapter Probes 5 @ 10 pts each = 50 pts
   Functional Behavioral Assessment 100 pts
   Behavior Change Project & Presentation 100 pts
   Article Critiques 2 @ 25 pts each = 50 pts
   Final 100 pts

   Graduate Students
   Same as Undergraduates 400 pts
   Additional Article critiques 2 @ 25 pts each = 50 pts each
   Personal System of Discipline
& Classroom Management Plan  50 pts

B. Grading Scale

A = 90%
B = 80%
C = 70%
D = 60%
E = <60%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Undergraduate and Graduate Bulletins.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Undergraduate and Graduate Bulletins.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
None.

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic and Course objectives</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/29</td>
<td><strong>Topic:</strong> Discussion of Syllabus and Course Overview</td>
<td>None</td>
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<tr>
<td>2</td>
<td>5/30</td>
<td><strong>Topic:</strong> Intro to Behavior Management</td>
<td>Chapter 1</td>
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<td>3</td>
<td>5/31</td>
<td><strong>NO CLASS – INSTRUCTOR OUT OF TOWN</strong></td>
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<td>4</td>
<td>6/1</td>
<td><strong>NO CLASS – INSTRUCTOR OUT OF TOWN</strong></td>
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<td>5</td>
<td>6/4</td>
<td><strong>Topic:</strong> Models of Human Behavior</td>
<td>Chapter 2</td>
<td>Journal Article 1</td>
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<tr>
<td>6</td>
<td>6/5</td>
<td><strong>Topic:</strong> Behavior Management Then and Now</td>
<td>Horner, et al (1990)</td>
<td>Probe 1</td>
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<tr>
<td>7</td>
<td>6/7</td>
<td><strong>Topic:</strong> Principles of Behavior Management</td>
<td>Snell (2005)</td>
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<td>8</td>
<td>6/8</td>
<td><strong>Topic:</strong> Writing Behavioral Objectives</td>
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<td>Probe 2</td>
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<td>9</td>
<td>6/11</td>
<td><strong>Topic:</strong> Functional Behavioral Assessment</td>
<td>Chapter 4</td>
<td>Journal Article 2</td>
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<td>10</td>
<td>6/12</td>
<td><strong>Topic:</strong> Steps in Behavior Change Process</td>
<td>Chapter 5</td>
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<td>11</td>
<td>6/14</td>
<td><strong>Topic:</strong> Ways to Increase Behavior</td>
<td>Chapter 6</td>
<td>Probe 3</td>
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<td>12</td>
<td>6/15</td>
<td><strong>Topic:</strong> Increasing Behavior</td>
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<td>Functional Behavior Assessment</td>
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<td>13</td>
<td>6/18</td>
<td><strong>Topic:</strong> Methods of Decreasing Behavior</td>
<td>Chapter 7</td>
<td>Journal Article 3 (Graduates)</td>
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<td>14</td>
<td>6/19</td>
<td><strong>Topic:</strong> Decreasing Behavior</td>
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<td>Probe 4</td>
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<td>15</td>
<td>6/21</td>
<td><strong>Topic:</strong> Psychodynamic Behavior Management</td>
<td>Chapter 8</td>
<td>Journal Article 4 (Graduates)</td>
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<td>16</td>
<td>6/22</td>
<td><strong>Topic:</strong> Environmental and Biobehavioral Management</td>
<td>Chapter 9</td>
<td>Probe 5</td>
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<tr>
<td>17</td>
<td>6/25</td>
<td><strong>Topic:</strong> Issues and Concerns &amp; Working with Parents</td>
<td>Chapter 11 &amp; 10</td>
<td>Personal System of Discipline and Classroom Mgmt (Graduates)</td>
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<tr>
<td>18</td>
<td>6/26</td>
<td><strong>Presentations</strong></td>
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<td>All Behavior Change Projects Due</td>
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<td>19</td>
<td>6/28</td>
<td><strong>Presentations</strong></td>
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<tr>
<td>20</td>
<td>6/29</td>
<td><strong>Exam Day</strong></td>
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<td>Final Exam</td>
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### Grading

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<tr>
<th>Activity</th>
<th>Possible Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Probe 1</td>
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<tr>
<td>Probe 2</td>
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<tr>
<td>Probe 3</td>
<td>10</td>
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<tr>
<td>Probe 4</td>
<td>10</td>
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<tr>
<td>Probe 5</td>
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<tr>
<td>Functional Behavior Assessment</td>
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<td>Behavior Change Project</td>
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<td>Article Critique 1</td>
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<td>Article Critique 2</td>
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<td>Article Critique 3 (graduates)</td>
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<tr>
<td>Article Critique 4 (graduates)</td>
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<tr>
<td>Personal System of Discipline and Classroom Mgmt (Graduates)</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400 (Undergraduates)</strong></td>
<td><strong>500 (Graduates)</strong></td>
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### Assignment Descriptions

1. **Probes (As scheduled)**
   A total of 5 probes will be administered. Probes will be based on class readings, lectures, and discussions, and will consist of multiple-choice, true-false, and short essay questions. No make-ups will be allowed. Each probe will be worth 10 points.

2. **Functional Behavior Assessment**
   Conduct a functional behavior assessment on a school-age student. Develop a behavior management plan to improve the target behavior identified from your behavioral assessment. Provide additional information in a separate document: demographic information about the student: age, grade and placement, disability, background information about family and school functioning. Your plan should include behavioral objectives, interventions you would use to change the behavior, and recommendations. **100 points – Due June 15, 2007.**

3. **Behavior Change Project**
   Conduct an abbreviated applied behavior analysis intervention consisting of the following steps:
   a. Identify and define an inappropriate behavior. Describe the behavior to include why the behavior needs to be redirected.
   b. Plan and implement a complete behavior change program for the behavior
   c. Collect and graph pre/post data
d. Summarize and interpret the results of your intervention in a research paper. The paper should follow the outline of a research study to include:
1. Rationale for your study that includes related research
2. Identify and describe the purpose of your study
3. List research questions
4. Method section of the study to include:
   a. Description of participants, settings, materials and measures you will collect for describing the participants
   b. Describe and define the responses you will measure, the type of measurements system you will use and describe how it will be implemented
   c. Describe the experimental design you will use and include justification for that design
5. Results section summarizing and interpreting the results of your intervention
6. Discussion of significance of your results
7. Students will present this assignment to the class in an oral presentation as well as hand in written product.

100 points – Due June 26, 2007

4. Critique research based articles
The article must relate to an intervention to change a behavior exhibited by students with disabilities. Articles may not be more than 5 years old. Provide a copy of the article to the instructor. Critiques must have: 1) APA 5th edition- style reference, 2) Brief statement of topic or issue, 3) Brief description of the article, 4) Summary of the results/findings/recommendations, 5) Your reaction to the article.

Undergraduates will complete 2 articles. Graduates will complete 4 articles. (25 points each)

5. Final Exam
The final exam will require students to review the key concepts and theories covered in the course. (100 points- as scheduled)

6. Personal System of Discipline and Classroom Management Plan
Evidence of an end of course written report in which a personal system is detailed. A minimum of five (5) typewritten, double spaced pages is the expected length. Your personal system of discipline should explain what you believe about appropriate and inappropriate behaviors. This should be based on research-based information that you feel has attractive concepts, procedures and tips as well as those that are unattractive and should be avoided. Include the following: 1) rules and consequences, 2) classroom design, 3) outline classroom procedures, and 4) support required to implement your plan. (50 points- Due June 25, 2007).