**Auburn University**

# Department of Special Education, Rehabilitation, Counseling

Instructor: Christine Drew, Ph.D., BCBA-D

**1**. **COURSE NUMBER**: RSED 7420-7426

**Title:**  Research in Specialization: Research into Practice

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Day/Time:** May 19-August 6, T 5:00-8:45

**Place:** Haley 1212

**Instructor contact information:**

Office: Haley Center 1234

Email: cmd0109@auburn.edu

Student hours: By request

**2. DATE SYLLABUS PREPARED:** May 2021

Required Textbooks

Kazdin, A. E. (2013). *Behavior modification in applied settings.* Long Grove, IL: Waveland.

Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide*. Guilford Publications.

Recommended Textbook

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* 3rd ed. Upper Saddle River, NJ: Pearson.

**3. COURSE DESCRIPTION:** The purpose of this course is to apply instructional and behavioral research into practice through clinical involvement with students who have disabilities.

**4. COURSE OBJECTIVES:** Upon completion of this course, students will be able to:

* Conduct preference assessments (F-6)
* Identify and prioritize socially significant behavior-change goals (F-3)
* Conduct assessments of relevant skill strengths and deficits (F-4)
* Use instructions and rules (G-4)
* Teach simple and conditional discriminations (G-10)
* Use equivalence-based Instruction (G-12)
* Use reinforcement procedures to weaken behavior such as DRA, FCT, DRO, DRL, NCR (G-14).
* Use extinction (G-15)
* Use self-management procedures (G-20)
* Identify potential interventions based on assessment results and the best available scientific evidence (H-2)
* Recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity (H-3)
* Plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures (H-5)
* Monitor student progress and treatment integrity (H-6)
* Make data-based decisions about the effectiveness of the intervention and the need for treatment revision (H-7)
* Collaborate with others who support and/or provide services to students (H-9)

**5. TENTATIVE COURSE SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Topics | Readings  | Assignments Due |
| May 25 | -Introduction – FBA process-Assessment of students’ skills and deficits-Functions of behavior-Defining Behavior | Ch 1 & 2 Kazdin, Ch 1 CSB |  FBA module - AFIRM |
| June 1  | -Assessing Behavior-Function-based interventions-Quality Assessment-Ways of finding interventions, EBPs, and research articles | Ch 3 & 4 Kazdin, Ch 11 CSBReview: <https://ebip.vkcsites.org/><https://afirm.fpg.unc.edu/node/137><https://autismpdc.fpg.unc.edu/national-professional-development-center-autism-spectrum-disorder> | -ALE 1 and 2 – introduction video-Pick target behavior and behavior change project participant |
| June 8 | -Using assessment to evaluate interventions-Graphing/Interpreting graphs-Ethics of behavior intervention-Model article presentation | Ch 5 & 14 Kazdin | -ALE 4 and 6 -Pick intervention and design-choose an intervention article and send for approval to Dr. Drew |
| June 15 | -Building consensus about behavior interventions-Preference Assessment | Ch 6 Kazdin, Ch 9 CSB, Karsten, 2011 & Virues-Ortega, 2014 | -ALE 15-AFIRM module for intervention-Baseline data collection finished |
| June 22 | -Reinforcement -Differential Reinforcement | Ch 7 Kazdin, Ch 10 CSB, McDuff, 2019 & Stuesser, 2020 | -Start intervention |
| June 29 | -Punishment and Extinction | Ch 8 & 9 Kazdin, Ch 2 CSB, Smith, 2019 | -ALE 17-AFIRM module for parent training module |
| July 6 | -Special Technique Variations-Instruction and rules-Discrimination and equivalence | Ch 10 Kazdin, Ch 4 CSB | -Behavior intervention plan with commentary-AFIRM module for article |
| July 13 | Behavior Skills Training | Marciello, 2017 & Drifke, 2017 | ALE 19 |
| July 20 | Generalization | Ch 11 Kazdin | -ALE 20 (worth 15 points)-Test |
| July 27 | -Self-monitoring for teachers-Self-monitoring for students | Ch 12 Kazdin, Nuernberger, 2013 | -Article Presentations-Parent training module<https://www.theatlantic.com/family/archive/2018/06/marshmallow-test/561779/> |
| Aug 3 | Clinical Applications | Ch 13 & 15 Kazdin | -Article Presentations-Intervention Plan Results and Reflection Commentary |

**6. COURSE REQUIREMENTS**:

Course Assignments

1. **Introduction video (completion)**: upload a 3-5 minute video introducing yourself to the professor and your classmates, sharing your previous experience working with individuals with disabilities (if any), your experience with behavior and academic interventions (if any), and what you hope to get out of this class.
2. **Applied Learning Experiences/AFIRM modules (5 points x 13 ALEs/AFIRM modules = 65 points):** Independently, students will complete each of the applied learning experiences and AFIRM modules assigned
	1. **AFIRM modules (FBA, chosen intervention, chosen article, and chosen parent module content)**

-Print certificate

 -Download and complete all data collection sheets/practice opportunities

* 1. **ALEs**

-Written responses will be specified for each assignment.

-Complete each part of the assignment or explain why/if a part of the assignment is not applicable/appropriate.

-Consult rubrics on Canvas

 3. **Intervention Plan with Commentary (30 points):** Students will develop an intervention plan for an individual (self, other, or animal). You will need to see this individual at leat 5 times a week for data collection. Development will involve conducting assessments to determine the individuals current needs, strengths, and preferences. Students will define the behavior, develop a goal for behavior change, describe the intervention, develop a fidelity checklist, and provide rationale for each component of the plan (e.g., evidence that intervention is socially valid, choice of reinforcers based on preference, schedule of reinforcement, evidence-base associated with intervention, discussion of possible unwanted effects with a plan for addressing them, etc…).

4. **Intervention Results and Reflection Commentary (30 points):**  Given implementation of the intervention plan above, students with systematically collect data during baseline and after intervention to determine the effect of their intervention. Students will submit a graph as well as a written reflection regarding the intervention effects. The reflection commentary will include evaluation of the graph, current intervention effectiveness, current treatment fidelity, and any need for treatment revision. Students will also describe training procedures for stakeholders (other caregivers, partners, etc.) and create a video for training.

 5. **Article Presentation (20 points)**: Each student will choose an article that includes an intervention covered in class and different from their module and intervention plans. Presentations should last 15-20 minutes and summarize each section of the peer-reviewed article. Online students will either attend class synchronously for their presentations or record themselves giving the presentation. Online and in person students are expected to watch each presentation and give feedback to each speaker. The presentation should summarize the introduction, method, results, and discussion.

 6. **Evidence-based Parent Training Assignment (15 points)**: Each students will choose an intervention covered in class that is different from their article presentation and intervention plans. The student will create a 5-10 minute instructional video on the intervention. This inludes explaining functions of challenging behavior, giving examples of behavior/functions to use the intervention for, a task analysis of the intervention, any materials needed, any cautions or situations where you would not want to use the intervention, and any assessments needed prior to beginning the intervention.

 Possible topics: DRI, DRO, FCT, DRA, DRL, NCR, social narratives, task analysis, token economy (reinforcement), preference assessments (3 kinds), self-management, response interruption and redirection, and video modeling

Determination of Grades

|  |  |
| --- | --- |
| Applied Learning Experience | 65 |
| Intervention Plan and Commentary  | 40 |
| Intervention Results and Reflection Commentary  | 40 |
| Article Presentation | 20 |
| Modules for Parent Training | 15 |
| Total | 180 |

A=162-180,

B=144-161,

C=126-143,

D=108-125,

F=107 and below

Grades will be determined based on the scale above. Grades will not be rounded (e.g., 79.99 is a grade of C). There are no extra credit opportunities in this class.

1. **CLASS POLICY STATEMENTS:**

**Attendance:** Attendance is expected at each class meeting. Distance students are expected to view class recording or participate via webcast regularly. You are **strongly encouraged** to participate synchronously to get the most out of class.

**Assignments:** All assignments should be typed and prepared in a professional manner (e.g., neat, correct grammar, spelling), following APA guidelines. Additionally, assignments are due on the date listed in the syllabus. **There is no credit for late assignments or tests; any assignment or test turned in after the class period on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If an assignment cannot be submitted or test taken by the due date, the instructor must be notified beforehand via phone or email. A written university approved excuse must be provided upon student’s return to class and the student will have 1 week to complete the missed assignment.

***Accommodations:*** Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes - or as soon as possible if accommodations are needed immediately. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096 (V/TT).

***Professionalism:*** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: (a) engage in responsible and ethical professional practices, (b) contribute to collaborative learning communities, (c) demonstrate a commitment to diversity, and (d) model and nurture intellectual vitality.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> regarding classroom behavior and honesty.

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code**: Rules and Regulations pertaining to Cheating will apply to this class. The Auburn Academic Honesty Code is found in the Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See Auburn University Policy Site (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>) for steps toward redress.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas.