



**PSY 531 Section 52491
Behavioral Assessment
Fall 2019**



COURSE INTRODUCTION

Instructor:	Michael J. Cameron, Ph.D, BCBA-D, LBA
E-mail and Phone:	Came746@usc.edu (818) 606.8229
Office and Office Hours:	SGM 527 By appointment
Academic Calendar:	Class meets on Tuesday and Thursday from 8:00 AM to 9:20 AM. Class will meet in Grace Ford Salvatori (GFS) Hall (Room 229) at 900 W 36 th Street, Los Angeles, CA. We will not have class during the Fall recess on Thursday, October 17 th or during Thanksgiving break on Thursday, November 28 th . Finally, our last class for the semester will be on Thursday the 5 th of December.

PREREQUISITE: none

READINGS

TEXTBOOKS

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall. At bookstore.
- Fisher, W. W., Piazza, C. C., & Roane, H. S. (Eds.). (2011). *Handbook of applied behavior analysis*. Guilford Press.
- Cipani, E., & Schock, K. M. (2017). *Functional Behavioral Assessment, Diagnosis, and Treatment, Third Edition: A Complete System for Education and Mental Health Settings*. NY: Springer.

Supplemental articles and chapters: available on Blackboard (see Class schedule for author names)

COURSE DESCRIPTION

In this course, students will study the theory and application of behavioral methods for skill assessment, functional assessment of challenging behavior, and learner motivation. The course discusses relative strengths and limitations of direct versus indirect methods, as well as other overarching issues related to behavioral assessment.

LEARNING OBJECTIVES AND OUTCOMES

The purpose of this course is to train you on data collection, interobserver agreement, social validity, treatment integrity, functional assessment, and stimulus preference assessment. With respect to functional assessment, we will cover the three general approaches currently in use:

1. Indirect or anecdotal methods (checklists, rating scales, and questionnaires)
2. Descriptive analysis (scatter plot, ABC analysis, interval and time sampling methods)
3. Functional analysis (experimental methods, brief functional analyses)

The course content is based on current state-of-the-art procedures in applied behavior analysis. Thus, the readings and class discussions should provide you with a strong foundation in behavioral assessment.

DESCRIPTION OF ASSIGNMENTS

Discussion Participation

The format of each class meeting will consist of lecture, interspersed with class discussion. Students are expected to actively participate in class discussions. Students will be asked to give examples of the week's content, drawing both from their own clinical experience, as well as hypothetical examples. Each class discussion will be worth 2 course points.

Weekly Written Assignment

Each week, you will turn in one written assignment:

1) Article critique (one double spaced page only, total). A critique of one assigned reading, consisting of:

- A. Brief summary (one short paragraph only) of purpose, procedures, and/or findings;
- B. Description of major contributions;
- C. Description of major limitations;
- D. Implications drawn and/or ideas for future research.

Each student in class should be prepared to summarize one (1) assigned article and to lead a discussion centered on the assigned article. Article critiques are due by 5:00 PM on the evening before our Tuesday class. Article critiques should be submitted via email.

2) Presentations. Each student in our class will be required to provide a 15 minutes overview of an **assessment tool**. The presentation will be supported by PowerPoint slides highlighting the outline of the student's main points. The materials used will be disseminated to the class via an email attachment. The following is a list of items to discuss during your presentation:

1. The name of the assessment and the type of assessment.
2. The purpose of the assessment.
3. The age of the individual the assessment is used for.
4. The time required for administration.
5. The qualifications of the examiner.
6. Training requirements (for the examiner).
7. The "re-test" restrictions.
8. Ordering source or link to on-line resources.
9. The advantages and disadvantages of the assessment tool.
10. The cost of the assessment tool.

No late assignments will be accepted without proof of illness or death in the family.

Research Proposal

Each student will be responsible for reviewing the research literature and proposing a research study. The written research proposal must follow the format recommended by the American Psychological Association (see Publication Manual of the American Psychological Association, 5th edition). The proposal should include **a brief introduction** (i.e., a literature review and justification for the experiment), **method, expected results, discussion** (i.e., implication), **a graph of hypothetical data**, and reference section. The text of the proposal should not exceed **10 double-spaced pages**. Every student will provide a brief (5-10 min) PowerPoint or keynote presentation of their research proposal. The research proposal will be worth 50 course points. No late assignments will be accepted without proof of illness or death in the family.

Final Examination

The course will culminate in a final examination. The exam will be cumulative and consist primarily of **multiple choice questions**. Questions will probe for definitions, examples, and rationale for the various procedures covered in class. In addition, questions will provide vignettes of treatment and ask students to choose the assessment procedure that is most appropriate, given the clinical demands of the vignette. The final exam will be worth 50 course points.

GRADING (out of 259 points)

Assignment	Points	% of Grade
Discussion Participation (15 classes x 2 points)	30	13%
Weekly Writing Assignments (14 x 6 points)	84	36%
Research Proposal	60	25.6%
Final Exam	60	25.6%

SCHEDULE (any revisions will be in written form)

	Topics/Daily Activities	Readings	Deliverables/Due Dates
Week 1 8/26/19	Introduction and syllabus review	None	
Week 2 9/02/19	Overview and Rationale for Functional Behavioral Assessment before tuesday	C, H, & H (2007), chapter 24 Cipani (2017), chapter 1 Dixon, D. R., Vogel, T., & Tarbox, J. (2012). A brief history of functional analysis and applied behavior analysis. In J. Matson (Ed.), <i>Functional assessment for challenging behaviors</i> (pp. 3-24). New York: Springer. <i>On 9/05/19 Julia McKay presentation on Criterion-referenced and norm-referenced Assessments (15-minute presentation).</i>	<ul style="list-style-type: none"> Article critique 1 Student presentation - Julia McKay 9/5/19
Week 3 9/09/19 No class on 9/10/19	Indirect Assessment of Challenging Behavior	F, P, & R (2011), chapter 11 Leader, G., & Mannion, A. (2016). Challenging Behaviors. In J. Matson (Ed.), <i>Handbook of Assessment and Diagnosis of Autism Spectrum Disorder</i> . NY: Springer. <i>On 9/12/19 Kriti Cadambi presentation on Strength-Based Assessment for Individuals with Autism Spectrum Disorder</i>	<ul style="list-style-type: none"> Article critique 2 Student presentation – Kriti Cadambi 9/12/19

Week 4 9/16/19	Descriptive Assessment of Challenging Behavior: ABC Data	<p>F, P, & R (2011), chapter 12 Cipani (2017), chapter 2 Lerman, D. C., & Iwata, B. A. (1993). Descriptive and experimental analyses of variables maintaining self-injurious behavior. <i>Journal of Applied Behavior Analysis</i>, 26, 293-319.</p> <p><i>On 9/19/19 David Ressa presentation on the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)</i></p>	<ul style="list-style-type: none"> • Article critique 3 • Student presentation – David Ressa 9/19/19
Week 5 9/23/19	<p>Experimental Functional Analyses of Challenging Behavior: Overview</p> <p>Behavioral Skills Training for Running FA Conditions</p> <p>Discuss Research Proposal Topics in Class</p>	<p>F, P, & R (2011), chapter 13</p> <p>Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. <i>Journal of applied behavior analysis</i>, 36(2), 147-185.</p> <p><i>On 9/26/19 Zhen Lin presentation on the Social Skills Rating System (SSRS).</i></p>	<ul style="list-style-type: none"> • Article critique 4 • Student presentation – Zhen Lin 9/26/19
Week 6 9/30/19	<p>Experimental Functional Analyses of Challenging Behavior: Early Studies</p> <p>Behavioral Skills Training for Running FA Conditions</p> <p>Discuss Research Proposal Topics in Class</p>	<p>Iwata, B. A., Dorsey, M. F., Slifer, K. J., Bauman, K. E., & Richman, G. S. (1994). Toward a functional analysis of self-injury. <i>Journal of Applied Behavior Analysis</i>, 27, 197-209. Reprinted from <i>Analysis and Intervention in Developmental Disabilities</i>, 2, 3-20.</p> <p>Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. <i>Journal of Applied Behavior Analysis</i>, 18, 111-126.</p> <p><i>On 10/3/19 Andrew Hall presentation on the Promoting the Emergence of Advanced Knowledge (PEAK) assessment.</i></p>	<ul style="list-style-type: none"> • Article critique 5 • Student presentation – Andrew Hall 10/3/19
Week 7 10/07/19	Experimental Functional Analyses of Challenging	<p>Northup, J., Wacker, D., Sasso, G., Steege, M., Cigrand, K., Cook, J., & DeRaad, A. (1991). A brief functional analysis of aggressive and alternative behavior in an outclinic setting. <i>Journal of Applied Behavior</i></p>	<ul style="list-style-type: none"> • Article critique 6 • Student presentation

	Behavior: Procedural Modifications	<p><i>Analysis</i>, 24, 509-522.</p> <p>Iwata, B. A., Duncan, B. A., Zarcone, J. R., Lerman, D. C., & Shore, B. A. (1994). A sequential, test-control methodology for conducting functional analyses of self-injurious behavior. <i>Behavior Modification</i>, 18, 289-306.</p> <p>Vollmer, T. R., Marcus, B. A., Ringdahl, J. E., & Roan, H. S. (1995). Progressing from brief assessments to extended experimental analyses in the evaluation of aberrant behavior. <i>Journal of Applied Behavior Analysis</i>, 28, 561-576.</p> <p><i>On 10/10/19 Shabnam Khorsand presentation on the Accept. Identify. Move. (AIM) curriculum.</i></p>	<p>– Shabnam Khorsand 10/10/19</p>
<p>Week 8 10/14/19</p> <p>No class on 10/17/19 (Fall Recess)</p>	Experimental Functional Analyses of Challenging Behavior: Procedural Modifications	<p>Tarbox, J., Wallace, M. D., Tarbox, R. S. F., Landaburu, H. J., & Williams, W. L. (2004). Functional analysis and treatment of low-rate problem behavior in individuals with developmental disabilities. <i>Behavioral Interventions</i>, 19, 1-18.</p> <p>Kurtz, P. F., Chin, M. D., Huete, J. M., Tarbox, R. S., O'Connor, J. T., Paclawskyj, T. R., & Rush, K. S. (2003). Functional analysis and treatment of self-injurious behavior in young children: A summary of 30 cases. <i>Journal of applied behavior analysis</i>, 36(2), 205-219.</p> <p>Lydon, S., Healy, O., O'Reilly, M. F., & Lang, R. (2012). Variations in functional analysis methodology: a systematic review. <i>Journal of Developmental and Physical Disabilities</i>, 24(3), 301-326.</p> <p><i>On 10/14/19 Miriam Mukasa presentation on the Parent Training for Disruptive Behavior Curriculum: RUBI curriculum.</i></p>	<ul style="list-style-type: none"> • Article critique 7 • Student presentation – Miriam Mukasa 10/14/19
<p>Week 9 10/21/19</p>	Experimental Functional Analyses of Challenging Behavior: Trial-	<p>Bloom, S. E., Iwata, B. A., Fritz, J. N., Roscoe, E. M., & Carreau, A. B. (2011). Classroom application of a trial-based functional analysis. <i>Journal of Applied Behavior</i></p>	<ul style="list-style-type: none"> • Article critique 8 • Student presentation

	Based Analyses and Application in Real-Life Settings	<p><i>Analysis</i>, 44(1), 19-31.</p> <p>Slaten, J. D., Hanley, G. P. & Raftery, K. J. (2017). Interview-informed functional analyses: A comparison of synthesized and isolated components. <i>Journal of Applied Behavior Analysis</i>, 50, 252-277.</p> <p>Hanley, G. P. (2012). Functional assessment of problem behavior: Dispelling myths, overcoming implementation obstacles, and developing new lore. <i>Behavior Analysis in Practice</i>, 5, 54-72.</p> <p><i>On 10/24/19 Robert Dunst presentation on the Assessment of Functional Living Skills (AFLS).</i></p>	<p>– Robert Dunst 10/24/19</p>
Week 10 10/28/19	<p>Overview of Skill Assessment</p> <p>Choosing Great Targets for Acquisition</p>	<p>Gould, E., Dixon, D. R., Najdowski, A. C., Smith, M. N., & Tarbox, J. (2011). A review of assessments for determining the content of early intensive behavioral intervention programs for autism spectrum disorders. <i>Research in Autism Spectrum Disorders</i>, 5(3), 990-1002.</p> <p>Rosales-Ruiz, J., & Baer, D. M. (1997). Behavioral cusps: A developmental and pragmatic concept for behavior analysis. <i>Journal of Applied Behavior Analysis</i>, 30(3), 533-544.</p> <p>Bosch, S., & Fuqua, R. W. (2001). Behavioral cusps: a model for selecting target behaviors. <i>Journal of Applied Behavior Analysis</i>, 34(1), 123.</p> <p><i>On 10/31/19 Manwei Cao presentation on the Performance Diagnostic Checklist (PDC).</i></p>	<ul style="list-style-type: none"> • Article critique 9 • Student presentation – Manwei Cao 10/31/19
Week 11 11/04/19	Assessing Verbal Behavior	<p>Sundberg, M. (2008). <i>Verbal Behavior Milestones Assessment and Placement Program, Guide</i>. Pages 1-98. Concord, CA: AVB Press.</p> <p><i>On 11/7/19 Amelia Child presentation on the Vineland Adaptive Behavior Scales.</i></p>	<ul style="list-style-type: none"> • Article critique 10 • Student presentation – Amelia Child 11/7/19

Week 12 11/11/19	Assessing Relational Responding	<p>Dixon, M. (2016). <i>PEAK Relational Training System, Transformation Module, pages 1-103</i>. Illinois: Shawnee Scientific Press.</p> <p><i>On 11/14/19 Claudia Rodriguez-Gallegos presentation on the Assessment of Basic Language and Learning Skills (ABLLS).</i></p>	<ul style="list-style-type: none"> Article critique 11 Student presentation – 11/14/19 Claudia Rodriguez-Gallegos <p>Research Proposal Presentations:</p> <p>Julia – 11/12/19 Kriti – 11/12/19 David – 11/12/19 Zhen – 11/19/19</p>
Week 13 11/18/19	Social Validity	<p>Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. <i>Journal of Applied Behavior Analysis</i>, 11, 203-214.</p> <p>Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art? <i>Journal of Applied Behavior Analysis</i>, 24, 189-204.</p> <p>Finn, C. A., & Sladeczek, I. E. (2001). Assessing the social validity of behavioral interventions: A review of treatment acceptability measures. <i>School Psychology Quarterly</i>, 16(2), 176.</p> <p>On 11/21/19 Jessica Setiadarma presentation on the Screen for Child Anxiety Related Disorders (SCARD).</p>	<ul style="list-style-type: none"> Article critique 12 Student presentation – Jessica Setiadarma on 11/21/19 <p>Research Proposal Presentations:</p> <p>Miriam Mukasa – 11/19/19 Andrew – 11/19/19 Shabnam – 11/19/19 Robert Dunst – 11/19/19</p>
Week 14 11/25/19	THANKSGIVING BREAK, NO CLASS on 11/28/19	<p>OPTIONAL readings:</p> <p>Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1985). A scatter plot for identifying stimulus control of problem behavior. <i>Journal of Applied Behavior Analysis</i>, 18, 343-351.</p>	

		Tarbox, J., Wilke, A. E., Najdowski, A. C., Findel-Pyles, R. S., Balasanyan, S., Caveney, A. C., Chilingaryan, V., King, D. M., Niehoff, S. M., Slease, K., & Tia, B. (2009). Comparing indirect, descriptive, and experimental functional assessments of challenging behavior in children with autism. <i>Journal of Physical and Developmental Disabilities, 21</i> , 493-514.	
Week 15 12/02/19	Reinforcer Assessment	<p>Pace, G. M., Ivancic, M. T., Edwards, G. L., Iwata, B. A., & Page, T. J. (1985). Assessment of stimulus preference and reinforcer value with profoundly retarded individuals. <i>Journal of Applied Behavior Analysis, 18</i>, 249-255.</p> <p>Fisher, W., Piazza, C. C., Bowman, L. G., Hagopian, L. P., Owens, J. C., & Slevin, I. (1992). A comparison of two approaches for identifying reinforcers for persons with severe and profound disabilities. <i>Journal of Applied Behavior Analysis, 25</i>, 491-498.</p> <p>DeLeon, I. G., & Iwata, B. A. (1996). Evaluation of a multiple-stimulus presentation format for assessing reinforcer preferences. <i>Journal of Applied Behavior Analysis, 29</i>, 519-533.</p>	<ul style="list-style-type: none"> Article critique <p>Research Proposal Presentations:</p> <p>Manwei Cao on 12/5/19 Amelia Child on 12/5/19 Claudia Rodrigues-Gallegos on 12/5/19 Jessica Setiadarma on 12/5/19</p> <p>Research Proposals Due</p>
Week of 12/09/19	Final Exam		

University Policy on Religious Observance

University policy grants students excused absences from class for observance of religious holy days. The instructor will be responsive to requests when students reach out IN ADVANCE to request such an excused absence. The student will be given an opportunity to make up missed work because of religious observance.

Please scan this syllabi today to detect potential conflicts with your religious observances. Please note that this applies only to the sort of holy day that necessitates absence from class and/or whose religious requirements clearly conflict with aspects of academic performance.

Should you have any questions or concerns, please contact the Office of Religious Life (213-740-6110) or the Office of Equity and Diversity. A listing of holy days and occasions also appears on the Office of Religious website, which is at <http://orl.usc.edu/>.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. <https://studentaffairs.usc.edu/sssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students