COURSE INTRODUCTION

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<tr>
<th>Instructor:</th>
<th>Michael J. Cameron, Ph.D, BCBA-D, LBA</th>
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<tr>
<td>E-mail and Phone:</td>
<td><a href="mailto:Came746@usc.edu">Came746@usc.edu</a> (818) 606.8229</td>
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<tr>
<td>Office and Office Hours:</td>
<td>SGM 527 By appointment</td>
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**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 36th Street, Los Angeles, CA.

We will not have class during the Fall recess on Thursday, October 17th or during Thanksgiving break on Thursday, November 28th. Finally, our last class for the semester will be on Thursday the 5th of December.

**PREREQUISITE:** none

READINGS

**TEXTBOOKS**


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

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.

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)

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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<tr>
<td>Discussion Participation (15 classes x 2 points)</td>
<td>30</td>
<td>13%</td>
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<tr>
<td>Weekly Writing Assignments (14 x 6 points)</td>
<td>84</td>
<td>36%</td>
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<tr>
<td>Research Proposal</td>
<td>60</td>
<td>25.6%</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
<td>25.6%</td>
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### SCHEDULE (any revisions will be in written form)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Daily Activities</th>
<th>Readings</th>
<th>Deliverables/Due Dates</th>
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<tr>
<td>Week 1</td>
<td>Introduction and syllabus review</td>
<td>None</td>
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<td>Week 2</td>
<td>Overview and Rationale for Functional Behavioral Assessment</td>
<td>C, H, &amp; H (2007), chapter 24 Cipani (2017), chapter 1</td>
<td>• Article critique 1&lt;br&gt; • Student presentation - Julia McKay 9/5/19</td>
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<tr>
<td>No class on 9/10/19</td>
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Cipani (2017), chapter 2  
*On 9/19/19 David Ressa presentation on the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)* |
| --- | --- | --- | --- |
| **Week 5** | 9/23/19 | Experimental Functional Analyses of Challenging Behavior: Overview  
Behavioral Skills Training for Running FA Conditions  
*On 9/26/19 Zhen Lin presentation on the Social Skills Rating System (SSRS)* |
| **Week 6** | 9/30/19 | Experimental Functional Analyses of Challenging Behavior: Early Studies  
Behavioral Skills Training for Running FA Conditions  
Discuss Research Proposal Topics in Class | Iwata, B. A., Dorsey, M. F., Slifer, K. J.,  
*On 10/3/19 Andrew Hall presentation on the Promoting the Emergence of Advanced Knowledge (PEAK) assessment* |
| **Week 7** | 10/07/19 | Experimental Functional Analyses of Challenging | Northup, J., Wacker, D., Sasso, G., Steege, M.,  
A brief functional analysis of aggressive and alternative behavior in an outpatient setting. *Journal of Applied Behavior Analysis* |
On 10/14/19 Miriam Mukasa presentation on the Parent Training for Disruptive Behavior Curriculum: RUBI curriculum. |

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Behavior: Procedural Modifications


On 10/10/19 Shabnam Khorsand presentation on the Accept. Identify. Move. (AIM) curriculum.
On 10/31/19 Manwei Cao presentation on the Performance Diagnostic Checklist (PDC). |
On 11/7/19 Amelia Child presentation on the Vineland Adaptive Behavior Scales. |
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<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Presentations</th>
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*On 11/14/19 Claudia Rodriguez-Gallegos presentation on the Assessment of Basic Language and Learning Skills (ABLLS).* | • Article critique 11  
• Student presentation – 11/14/19  
Claudia Rodriguez-Gallegos  
Research Proposal Presentations:  
Julia – 11/12/19  
Kriti – 11/12/19  
David – 11/12/19  
Zhen – 11/19/19 |
On 11/21/19 Jessica Setiadarma presentation on the Screen for Child Anxiety Related Disorders (SCARD). | • Article critique 12  
• Student presentation – Jessica Setiadarma on 11/21/19  
Research Proposal Presentations:  
Miriam Mukasa – 11/19/19  
Andrew – 11/19/19  
Shabnam – 11/19/19  
Robert Dunst – 11/19/19 |
| **Week 14** <br>11/25/19 | THANKSGIVING BREAK, NO CLASS on 11/28/19 | OPTIONAL readings:  
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<tr>
<td>Week of 12/09/19</td>
<td>Final Exam</td>
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**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/ssa/

*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