



**PSY 531 Section 52491
Behavioral Assessment
Fall 2021**



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:	By appointment.
Academic Calendar:	<p>Class meets on Monday and Wednesday from 10:00 AM to 11:50 AM. All classes will meet in Grace Ford Salvatori Hall (GFS), room 112. Class begins on August 23rd, 2021. Class ends on December 1st, 2021. We will not have class on: Labor Day: September 6th, 2021, or Thanksgiving Break on November 24th, 2021.</p> <p>The final exam will occur between December 8th and December 15th (date to be determined by the university).</p>

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: Provider by Dr. Cameron

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, skills assessment, 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-science 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 centered on assessment or data collection.

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

- A. Define the area of focus (e.g., what is Behavioral Medicine);
- B. Brief summary (one short paragraph only) of purpose, procedures, and/or findings;
- C. Description of major contributions;
- D. Description of major limitations;
- E. Implications drawn and/or ideas for future research.

Each student in class should be prepared to summarize one selected article based on a subject of interest (within the assigned topic of the week). Article critiques are due by 9:00 AM on Wednesday. Article critiques should be submitted via email.

Topic Requirement

- Article 1. Behavioral Medicine
- Article 2. Organizational Behavior Management (OBM)
- Article 3. Instructional Design
- Article 4. Eating Disorders (anorexia nervosa, bulimia nervosa, or binge eating disorder)
- Article 5. Feeding Disorders (food over-selectivity, food refusal, rumination)
- Article 6. Behavioral Economics
- Article 7. Behavioral Forensics
- Article 8. Substance Use Disorder and Addiction
- Article 9. Alcoholism
- Article 10. Nicotine Addiction
- Article 11. Behavioral Gerontology
- Article 12. Anxiety Disorders

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, 7th 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 (minimum page requirement is 5 pages). The research proposal will be worth 40 course points. No late assignments will be accepted without proof of illness or death in the family.

Bi-Weekly and Final Exam

The course will include a short exam every two (2) weeks. Exams will occur at the opening of our Wednesday class. The final exam (i.e., a cumulative exam) will occur between December 8th and December 15th. The exact exam date will be determined by the university.

GRADING (out of 259 points)

Assignment	Points	% of Grade
Discussion Participation (26 classes x 1 points)	26	11%
Weekly Writing Assignments (12 x 3 points)	36	16%
Research Proposal	40	18%
Bi-weekly Exam (5 exams x 15 points)	75	33%
Final Exam	50	22%

SCHEDULE (any revisions will be in written form)

	Topics/Daily Activities	Readings	Deliverables/Due Dates
Week 1 8/23/21 and 8/25/21	Introductions and syllabus review. Overview of behavioral assessment	None	None
Week 2 8/30/21 and 9/1/21	Overview and Rationale for Functional Behavioral Assessment	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</i>	<ul style="list-style-type: none"> Article critique 1 due on 9/1/21 Student presentation: Madison

		<p><i>challenging behaviors (pp. 3-24). New York: Springer.</i></p> <p><i>On 9/1/21</i> <i>Madison Dirickson presentation on Criterion-referenced and norm-referenced Assessments (15-minute presentation).</i></p>	Dirickson on 9/1/21
<p>Week 3 No class on 9/6/21 (Labor Day) 9/8/21</p>	Indirect Assessment of Challenging Behavior	<p>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.</p> <p><i>On 9/8/21</i> <i>Gabrielle Robertson presentation on Strength-Based Assessment for Individuals with Autism Spectrum Disorder</i></p>	<ul style="list-style-type: none"> • Article critique 2 due on 9/8/21 • Student presentation: Gabrielle Robertson on 9/8. • Exam 1 on 9/8/21
<p>Week 4 9/13/21 and 9/15/21</p>	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 9/15/21</i> <i>Snneha Saha presentation on the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP)</i></p>	<ul style="list-style-type: none"> • Article critique 3 due on 9/15/21 • Student presentation: Snneha Saha on 9/15/21
<p>Week 5 9/20/21 and 9/22/21</p>	Experimental Functional Analyses of Challenging Behavior: Overview	<p>F, P, & R (2011), chapter 13 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 9/22/21</i></p>	<ul style="list-style-type: none"> • Article critique 4 on 9/22/21 • Student presentation: Tera Testa

	Behavioral Skills Training for Running FA Conditions Discuss Research Proposal Topics in Class	<i>Tera Testa presentation on the Social Skills Rating System (SSRS).</i>	<ul style="list-style-type: none"> • Exam 2 on 9/22/21
Week 6 9/27/21 and 9/29/21	Experimental Functional Analyses of Challenging Behavior: Early Studies Behavioral Skills Training for Running FA Conditions Discuss Research Proposal Topics in Class	<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, 27</i>, 197-209. Reprinted from <i>Analysis and Intervention in Developmental Disabilities, 2</i>, 3-20.</p> <p>Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. <i>Journal of Applied Behavior Analysis, 18</i>, 111-126.</p> <p><i>On 9/29/21</i> <i>Joselyn Paz presentation on the Promoting The Emergence of Advanced Knowledge (PEAK) assessment.</i></p>	<ul style="list-style-type: none"> • Article critique 5 on 9/29/21 • Student presentation: Joselyn Paz
Week 7 10/4/21 and 10/6/21	Experimental Functional Analyses of Challenging Behavior: Procedural Modifications	<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 Analysis, 24</i>, 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, 18</i>, 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, 28</i>, 561-576.</p>	<ul style="list-style-type: none"> • Article critique 6 on 10/6/21 • Student presentation: Jingqi Lin • Exam 3 on 10/6/21

		<p>On 10/6/21 Jingqi Lin presentation on the Accept. Identify. Move. (AIM) curriculum.</p>	
<p>Week 8 10/11/21 and 10/13/21</p>	<p>Experimental Functional Analyses of Challenging Behavior: Procedural Modifications</p>	<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, 19</i>, 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, 36(2)</i>, 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> <i>24(3)</i>, 301-326.</p> <p>On 10/13/21 Beatriz Zarate presentation on the Parent Training for Disruptive Behavior Curriculum: RUBI curriculum.</p>	<ul style="list-style-type: none"> • Article critique 7 on 10/13/21 • Student presentation: Beatriz Zarate
<p>Week 9 10/18/21 and 10/20/21</p>	<p>Experimental Functional Analyses of Challenging Behavior: Trial- Based Analyses and Application in Real- Life Settings</p>	<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 Analysis, 44(1)</i>, 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, 50</i>, 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, 5</i>, 54-72.</p>	<ul style="list-style-type: none"> • Article critique 8 on 10/20/21 • Student presentation: Amy Saremi • Exam 4 on 10/20/21

		<p><i>On 10/20/21</i> <i>Amy Saremi</i> <i>presentation on the Assessment of Functional Living Skills (AFLS).</i></p>	
<p>Week 10 10/25/21 and 10/27/21</p>	<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, 5(3)</i>, 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, 30(3)</i>, 533-544.</p> <p>Bosch, S., & Fuqua, R. W. (2001). Behavioral cusps: a model for selecting target behaviors. <i>Journal of Applied Behavior Analysis, 34(1)</i>, 123.</p> <p><i>On 10/27/21</i> <i>Rachael Roscoe</i> <i>presentation on the Performance Diagnostic Checklist (PDC).</i></p> <p><i>Kyndra Kiser presentation on Pediatric Pain Scale</i></p>	<ul style="list-style-type: none"> • Article critique 9 on 10/27/21 • Student presentation: Rachael Roscoe • Student presentation: Kyndra Kiser
<p>Week 11 11/1/21 and 11/3/21</p>	<p>Assessing Verbal Behavior</p>	<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 11/3/21 Isabella Greenstone presentation on the Vineland Adaptive Behavior Scales.</i></p> <p><i>Isabella DiCaro presentation on preference assessment</i></p>	<ul style="list-style-type: none"> • Article critique 10 on 11/3/21 • Student presentation: Isabella Greenstone • Student presentation: Isabella DiCaro • Exam 5 on 11/3/21

<p>Week 12 11/8/21 and 11/10/21</p>	<p>Assessing Relational Responding</p>	<p>Dixon, M. (2016). <i>PEAK Relational Training System, Transformation Module, pages 1-103</i>. Illinois: Shawnee Scientific Press.</p> <p>On 11/10/21 Marie Bianca-Crame presentation on the Assessment of Basic Language and Learning Skills (ABLLS).</p>	<ul style="list-style-type: none"> • Article critique 11 on 11/10/21 • Student presentation: Marie Bianca-Crame
<p>Week 13 11/15/21 and 11/17/21</p>	<p>Social Validity</p>	<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 11/17/21</p> <p>Kasey Chiu presentation on the Screen for Child Anxiety Related Disorders (SCARD).</p>	<ul style="list-style-type: none"> • Article critique 12 on 11/17/21 • Student presentation: Kasey Chiu
<p>Week 14 11/22/21</p> <p>No class on 11/24/21</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> <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</i>, 21, 493-514.</p>	<ul style="list-style-type: none"> • 11/22/21 Student presentation: Valerie Castillo on <i>Adverse Child Events</i> • Research paper is due on 11/22/21

Week 15 11/29/21 and 12/1/21		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. 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. 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.	<ul style="list-style-type: none"> • Student presentation: Vanessa Auriel on 11/29/21 on the <i>Self-Injurious Behavior Trauma Scale</i>
Week of 12/8/21	Final Exam	Date to be determined by the university	

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/>

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