BAT 441: Assessment & Measurement

Spring 2017 Syllabus

COURSE INFORMATION
Class Times: Tuesday 3:00pm-5:50pm
Location: Pulliam Hall 0039

INSTRUCTOR INFORMATION
Professor: Erica S. Jowett Hirst, Ph.D., BCBA-D
Telephone: (618) 453-7724
Email: ejowetthirst@siu.edu
Office: 331A Rehn Hall
Office Hours: M 9:30am-11:30am
Wednesdays 9:30am-1:30pm

Graduate Assistant: Isaac Nzhuki
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Office: B104 Northwest Annex
Office Hours: By appointment

COURSE DESCRIPTION & OBJECTIVES
This course will provide an overview of behavioral observation and assessment methods, including issues of reliability and validity of measurement. Prerequisite course: REHB 312. Upon completion of this course, students will be able to:

• Define and measure behavior
• Calculate Interobserver agreement and treatment integrity
• Describe and conduct indirect and direct assessments as well as experimental analyses
• Describe and conduct preference assessments and select reinforcers
• Interpret and summarize assessment results
• Assess skill deficits and select goals
• Understand ethical issues in observation and assessment

REQUIRED TEXTS
There are no required texts for this course. All readings are on Desire2Learn (D2L). Several in-class activities will require a laptop computer or tablet with Microsoft Excel.

Note: This syllabus is a guide and subject to change as necessary.
REQUIRED ASSIGNMENTS

Quizzes
Twelve quizzes will be administered throughout the semester (40 points each). Quizzes will be administered at the beginning of each class period and will cover material discussed in the previous week’s class. You may not retake any quiz; however, you may make up one missed quiz (missed quiz must be made up prior to the next quiz), and your two lowest scores will be dropped.

Activities
During each class, students will have the opportunity to earn points by participating in an activity related to the course content for that class (25 points each). Some activities will require submission of materials (e.g., graphs, summary of results, etc.) that will be due the following class period. Activities should be uploaded to D2L by 2:00pm on the date listed in the course outline. Activities submitted late (on or after 2:01pm) will receive 0 points. No activities may be made up; however, your two lowest scores will be dropped.

Final Exam
A comprehensive final exam will be administered during finals week (150 points). The final exam will cover all material discussed throughout the course (i.e., readings and class lectures) and will include short answer, fill-in-the-blank, and multiple choice questions.

Behavior Intervention Plan
All students will be required to develop a behavior intervention plan (150 points) based on the results of an indirect and direct assessment of problem behavior (template available on D2L). The behavior plan should include a summary of the assessment results in addition to intervention recommendations (i.e., proactive and reactive strategies). Students will be required to find an observation site, select a problem behavior, and collect data on the behavior as well as antecedent and consequent events surrounding the problem behavior. Grading will be as follows:

- Indirect assessment (20 points; due 4/11/17 – bring to class*)
- ABC data (30 points; due 4/11/17 – bring to class*)

*If you are unable to attend this class, pictures of completed interview and ABC data must be emailed to the graduate assistant by 3:00pm on 4/11/17. Late submissions (i.e., materials not brought to class or emailed on or after 3:01pm) will receive ½ credit. Materials submitted 24 hours late (or greater) will receive 0 points.

- BIP (100 points; due 4/30/17 – upload to D2L by 11:59pm)
  - BIP includes all required content (30 points)
  - Target behavior is well defined (5 points)
  - Graphs are formatted correctly (15 points)
  - Data are interpreted correctly (15 points)
  - BIP is formatted correctly (10 points)
  - Results are well written and easy to understand (10 points)
  - Intervention strategies are function based (15 points)

BIPs submitted on or after 12:00am on 5/1/17 will be deducted 25 points. An additional 25 points will be deducted each 24 hours thereafter. BIPs submitted by 11:59 pm on 4/23 will receive 15 points extra credit.

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GRADES

Your course grade will be based on the number of points you earn on the assignments listed above. Grades that are nearing a higher letter grade will not be bumped; therefore, students should maintain awareness of their grade throughout the semester and take advantage of the extra credit opportunity. Note that a letter grade of C or higher is required to pass this course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (40%)</td>
<td>40</td>
<td>10</td>
<td>400</td>
</tr>
<tr>
<td>Activities (30%)</td>
<td>25</td>
<td>12</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam (15%)</td>
<td>150</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Behavior Plan (15%)</td>
<td>150</td>
<td>1</td>
<td>150</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
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</table>

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If you would like to schedule a meeting, you can:

- Email the instructor and include the topic of discussion along with your availability

If you need individualized assistance with an assignment or project, you can:

- See instructor during office hours
- Email the instructor to set up a meeting and include the name of the assignment or project along with your availability

If you encounter technical difficulties when attempting to upload an assignment to D2L:

- You should take a screen shot or picture of your computer screen, clearly showing the error
- Email IT within 24 hours AND cc the instructor on the email
- No extensions will be given if the actions listed above are not followed and the student will receive no credit for the late assignment
- Note: D2L sends submission notifications to your email, so you should check your email following D2L submissions to ensure your documents were uploaded.

**ADDITIONAL INFORMATION**

**Disabilities**

Per the University’s policies on disability, students may always choose whether or not to identify themselves as having a disability, but students who want the University to provide an accommodation need to follow these procedures. A student seeking accommodations for a disability should provide documentation about the disability to Disability Support Services (“DSS”) and meet with a DSS staff person to discuss the disability and requested accommodations. On the basis of the documentation and the interview, DSS staff determines whether a student has a disability and which accommodations are appropriate. Requests for accommodations should be made in a timely manner and as far in advance of the relevant course, exam, activity or program as possible to allow for appropriate consideration and planning. Failure to do so may result in a delay of services. DSS staff will identify approved accommodations in an Accommodations Form, a copy of which will be shared with the student. For academic adjustments, DSS will prepare individual letters for each faculty member summarizing the approved accommodations. It is the student’s responsibility to deliver these letters to his/her faculty. Faculty and other University officials are then expected to provide the accommodations in accordance with the DSS letter. If the faculty member or other University official does not agree to an accommodation request, the faculty member, University official, or student should contact DSS. DSS will work with faculty and staff as appropriate to assist with how accommodations might be implemented in the classroom as well as to respond to any questions or concerns of faculty or staff regarding the appropriateness of an accommodation. Additional guidelines for requests for academic adjustments, provision of auxiliary aids, service animals on campus, and other general information may be found on the DSS website at disabilityservices.siu.edu. You may also call 618-453-5730 or email DSSsiu@siui.edu.

**Academic Misconduct**

Per the University’s student code of conduct, students shall not:

1. Plagiarize or represent the work of another as one’s own work
2. Prepare work for another that is to be used as that person’s own work
3. Cheat by any method or means
4. Knowingly or willfully falsify or manufacture scientific or educational data and represent the same to be the result of scientific or scholarly experiment or research
5. Knowingly furnish false information to a university official relative to academic matters
6. Solicit, aid, abet, conceal, or attempt acts of academic dishonesty

You are responsible for making yourself aware of understanding the policies and procedures in the University Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, etc. If there is a reason to believe you have

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been involved in academic dishonesty, you will be referred to the Office of Student Judicial Affairs. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

If I have evidence of any form of academic dishonesty, I will charge the student with violating the Academic Honesty Policy of the University in a report to the Office of Student Judicial Affairs. A student who is found responsible for an act of academic dishonesty will receive a failing grade for the course. Exception: If the student takes an alternate quiz or submits another piece of work and receives a passing grade, the student will receive 0 points on the assignment and their grade will be determined by the remaining points earned.

Cheating consists of, but is not limited to, looking at another student’s quiz/exam, using external aids (such as books, notes, conversation with others) when taking the quiz, or plagiarizing the work of another person and submitting it as your original work. No course books or materials should be within the student’s view during quizzes or exams.

Emergency Procedures.

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

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# COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/17</td>
<td>Syllabus Review; Introduction to Assessment</td>
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<tr>
<td>2</td>
<td>1/24</td>
<td>Behavioral Observation</td>
<td>Handbook: Ch. 7 (not IOA)</td>
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<td>Data Collection</td>
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<tr>
<td>3</td>
<td>1/31</td>
<td>Interobserver Agreement &amp; Graphing</td>
<td>Handbook: Ch. 7 (IOA)</td>
<td>Data Calculations</td>
<td>IOA Calculation &amp; Graphing</td>
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<tr>
<td>4</td>
<td>2/7</td>
<td>Indirect Assessment</td>
<td>Handbook: Ch. 11</td>
<td>Graphs &amp; IOA</td>
<td>Mock FBA Interview</td>
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<tr>
<td>5</td>
<td>2/14</td>
<td>Direct Assessment</td>
<td>Handbook: Ch. 12</td>
<td>IA Graph &amp; Summary</td>
<td>ABC Data &amp; Conditional Probabilities</td>
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<td>6</td>
<td>2/21</td>
<td>Experimental Analysis</td>
<td>Handbook: Ch. 13</td>
<td>CP Graph &amp; Summary</td>
<td>FA Role Play</td>
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<td>7</td>
<td>2/28</td>
<td>Function-based Interventions</td>
<td>Geiger et al. (2010)</td>
<td>FA Graph &amp; Summary</td>
<td>Develop &amp; Role Play Interventions</td>
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<td>8</td>
<td>3/7</td>
<td>Psychological Assessment</td>
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<td>Intervention Description</td>
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<td>9</td>
<td>3/13-3/17</td>
<td>Spring Break: NO CLASS</td>
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<td>10</td>
<td>3/21</td>
<td>Preference &amp; Reinforcer Assessments</td>
<td>Pace et al. (1985)</td>
<td>TBD</td>
<td>Free op, PS, MSW, MSWO</td>
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<td>11</td>
<td>3/28</td>
<td>Skills Assessment</td>
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<td>PA Graph &amp; Summary</td>
<td>VB MAPP</td>
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<td>13</td>
<td>4/11</td>
<td>Developing a Behavior Plan</td>
<td>TBD</td>
<td>IA &amp; ABC Data for BIP</td>
<td>Write BIP</td>
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<td>15</td>
<td>4/25</td>
<td>Ethics</td>
<td>TBD</td>
<td>Treatment Integrity Data</td>
<td>Scenarios</td>
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<td>16</td>
<td>5/2</td>
<td>BACB Task List/Exam Review</td>
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<td>Final BIP</td>
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<td>17</td>
<td>5/8-5/12</td>
<td>Finals Week: FINAL EXAM</td>
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