UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: EDAB
Course Title: Functional Behavior Assessment & Treatment

Year: 2025
Course and Section #: 6050
Credits: 3

Course Description

Focuses on using methods and tools for selecting and defining target behaviors and for behavior measurement. Provides experience in methods to develop new behavior using imitation, modeling, shaping, and chaining and methods to decrease behaviors using extinction, differential reinforcement and antecedent interventions. Reviews and extends the study of functional behavior assessment, verbal behavior, generalization and maintenance of behavior change.

Course Attributes

This course has the following attributes:

☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Caleb Stanley, PhD, BCBA-D, LBA

Student Learning Outcomes

1. Explain the role of a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP) in modifying behavior from behavior analytic and IDEA perspectives.
2. Analyze the use of FBA and BIP tools in terms of historical context and principles of applied behavior analysis.
3. Conduct a Functional Behavior Assessment.
4. Analyze the differences between a functional assessment and a functional analysis.
5. Evaluate strategies to address specific behaviors according to their maintaining contingencies.
6. Evaluate the utility of the outcomes of functional assessment interviews.
7. Synthesize summary statements as part of an FBA.
8. Analyze the rationale, methods, and data analysis associated with conducting direct observations.
9. Create a Behavior Intervention Plan based on functional assessment data.

Course Materials and Texts

Cooper, J. O., Heward, W. L., Heron, T. E. (2020). Applied Behavior Analysis (3rd Edition). Upper Saddle River, NJ: Pearson Prentice Hall.

Dunlap, G., Strain, P.S., Lee, J.K., Joseph, J.D., Vatland, C., & Fox, L. (2017). Prevent, Teach Reinforce for Families: A Model of Individualized Positive Behavior Support for home and Community, Baltimore, MD: Paul H. Brookes.

O'Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). Functional assessment and program development for problem behavior: A practical handbook (Third Edition). Stamford, CT: Cengage Learning.

Course Requirements

Course Assignments, Assessments, and Grading Policy

1. On-Line Discussion: Students will complete weekly on-line discussions.

2. SAFMEDS: It stands for "Say All Fast for a Minute Every Day Shuffled." Doing these and demonstrating mastery by completing them within the time allotted will help you develop fluency with the terms. Since fluency requires both accuracy and short latency to respond, fluent responding is superior to accurate responding. Points will be earned for completing SAFMEDS at least 5 days each week as well as during class. Students will upload their graphed (on a standard celeration chart) performance weekly. At least 6 data points must be graphed for each week to receive credit.

3. BDS Modules: To complete the expectations for the module component of the course, students must complete both the lesson and quiz for each module. Each week, you will be responsible for completing the modules listed below in the schedule and uploading proof of completion to Canvas.

4. Functional Assessment Report draft: A draft of the functional assessment report, with all parts of the assessment that have been completed at the time, will be due on the date listed in the course schedule.

5. Functional Assessment Report. Conduct a functional assessment, including indirect and direct assessments and an experimental functional analysis. Use information from the functional assessment to develop hypotheses as to the function and contextual variables maintaining the problem behavior. Clearly describe the results of the assessment and show clear connection to the hypotheses developed. Grading for this assignment will be "all or nothing". Students will be given full credit for the assignment when all sections of the report are completed to the expected standard.

6. Functional Assessment Presentation. This presentation should be 15 minutes long. Present your completed functional assessment to the class using the outline provided. Upload your power point presentation to canvas by the date/time provided.

7. Behavior Support Plan draft: A draft of the Behavior support Plan, with all parts that have been completed at the time, will be due by the date listed in the course schedule. Credit will ONLY be given to drafts that represent effort to complete all sections of the BSP. Feedback on the draft will be provided within 48 hours of the due date/time.

8. Behavior Support Plan Project. Using the information gathered in the functional assessment project, develop a comprehensive Behavior Support Plan that is clearly derived from identified functions and contextual variables. Include crisis intervention plan and relevant training and monitoring documents. Interventions should be clearly linked to the behavior analytic literature and represent "best available evidence." Grading for this assignment will be "all or nothing". Students will be given full credit for the assignment when all sections of the report are completed to the expected standard.

9. Behavior Support Plan Presentations. This presentation should be 15 minutes long. Prepare and deliver a presentation that provides a brief summary of the functional assessment, and a complete overview of the behavior support plan that you developed based on the information gathered from the functional assessment.

	Points		Grade	Points
On-line Discussion	20			
SAFMEDS	26		A	469-504
BDS Modules	58		A-	454-468
Functional Assessment Report Draft	25		B+	444-453
Functional Assessment Report	100		B	413-443
Functional Assessment Presentation	75		B-	403-412
Behavior Support Plan Draft	25			
Behavior Support Plan	100			
Behavior Support Plan Presentation	75			
Total Available Points	504			

Required or Recommended Reading Assignments
Chapters that correspond to weekly topic.

General Description of the Subject Matter of Each Lecture or Discussion

Week 1: Course Orientation; Intro to Functional Behavior Assessment
Week 2: Historical Context for function-based treatment; Conducting Functional Assessments-

Week 3: Conducting Functional Assessments: Indirect Assessments
Week 4: Conducting Functional Assessments: Direct Assessments:
Week 5: Synthesizing FA Information: Developing Hypotheses of Functional Analysis
Week 6: History, contemporary practice and considerations of FA
Week 7: Main Methodologies of Functional Analysis
Week 8: Main Methodologies of Functional Analysis Cont.
Week 9: Developing BIPs- Linking Intervention plans to FA results

Required Course Syllabus Statements

Generative AI

This course requires you to complete assignments that assess your understanding and application of the material. You are expected to do your own work, and the use of artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, is strictly prohibited for any part of your assignments. Using these tools will be considered academic dishonesty and will be handled according to the university's policy. If you have questions about acceptable use of AI tools, please consult the instructor before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation
UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.