Course Syllabus

Code - Course Title	**ZEÖ533 - Function Based Interventions in Coping with Problem Behavior**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**6.0**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	DR. ÖĞR. ÜYESİ ESİN PEKTAŞ KARABEKİR

Mode of Delivery	The mode of delivery of this course is Face to face
Prerequisites	Applied Behavior Analysis is prerequisite for this course.
Courses Recomended	Taking the “Applied Behavior Analysis\" courses are recommended to student taking this course.

Recommended Resources	Aksoy, F. (2018). Etkili davranış yönetimi. Eskişehir: Anadolu Üniversitesi Yayınları.Alberto, A., P., and Troutman, C., A. (2013). Applied behavior analysis for teachers (9th ed.). New Jersey: Pearson Education. Cooper, J. O., Heron, T. E., and Heward, W. L. (2014). Applied Behavior Analysis. (2nd ed.). Essex: Pearson Education. Erbaş, D. ve Yücesoy-Özkan, Ş. (2017). Uygulamalı davranış analizi. Ankara: Pegem Akademi Yayınları.Erbaş, D., Kırcaali-İftar, G. ve Tekin-İftar, E. (2005). İşlevsel Değerlendirme. Ankara: Kök Yayıncılık. Erbaş, D. (2002). Gelişimsel geriliği olan çocukların problem davranışların azaltılmasına işlevsel iletişim öğretiminin sönmeyle birlikte ve sönme olmaksızın uygulanmasının etkililiğinin karşılaştırılması. Yayımlanmamış Doktora Tezi. Eskişehir: Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü. Gülboy, E. (2021). Koçluk desteğinin öğretmenlerin işlevsel iletişim öğretimini uygulama becerileri ile otizm spektrum bozukluğu olan çocukların iletişim becerilerine ve problem davranışlarına etkisi. Yayımlanmamış Doktora Tezi. Eskişehir: Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü. Hartley, S. L., Sikora, D. M., and McCoy, R. (2008). Prevalence and risk factors of maladaptive behaviour in young children with autistic disorder. Journal of Intellectual Disability Research, 52(10), 819–829.Horner, H. R., Carr, G. E., Strain, S. P., Todd, W. A., and Reed, K. H. (2002). Problem behavior interventions for young children with autism: A research synthesis. Journal of Autism and Developmental Disorders, 32(5), 433- 434.Iwata, A. B., and Doizer, L. C. (2008). Clinical application of functional analysis methodology. Behavior Analysis in Practice, 1(1), 3-9.Lipsky, D. (2011). From anxiety to meltdown: How individuals on the autism spectrum deal with anxiety, experience meltdowns, manifest tantrums, and how you can intervene effectively. Jessica Kingsley Publishers.National Autism Center [NAC]. (2015). The national autism center's national standards report phase 2. Massachusetts: National autism center. Retrieved from http://www.national autismcenter.org/reports. National Professional Developmental Center on Autism Spectrum Disorder [NPDC]. (2014). Evidence-based practice brief components. The national professional development center on autism spectrum disorders. Retrieved from http://auismpdc. fpg.unc.edu//sites/autismpdc.fpg.unc.edu/files/imce/documents/2014EBP- Report.pdf. O\\\\\\\\\\\\\\\'Neill, R. E., Albin, R. W., Horner, R. H., Storey, K., and Sprague, J. R. (2015). Functional assessment and program development: A practical handbook (3rd edition). Connecticut: Cengage Learning. Pektaş-Karabekir, E. (2021). Çocuklarında otizm spektrum bozukluğu olan ebeveynlere sunulan koçluk uygulamalarının anne-çocuk çiftleri üzerindeki etkileri. Yayımlanmamış Doktora Tezi. Eskişehir: Anadolu Üniversitesi, Eğitim Bilimleri Enstitüsü. Tekin-İftar, E. (2012). Eğitim ve davranış bilimlerinde tek denekli araştırmalar. Ankara: Türk Psikologlar Derneği Yayınları. Tekin-İftar, E. (2014). Uygulamalı davranış analizi. Ankara: Vize Yayıncılık.Tekin-İftar, E. (2018). Otizm spektrum bozukluğu olan çocuklar ve eğitimleri. Ankara: Vize Yayıncılık.Tekin-İftar, E. (2019). Özel eğitimde bilimsel-dayanaklı uygulamalar: Tarihçe, tanım ve öneriler. Araştırmadan Uygulamaya Özel Eğitim Dergisi, 1(1), 15-20.
Work Placement	Observations and applications are made.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Problem Behavior and Problem Behaviors Seen in Individuals with Special Needs: Aggressive and challenging behaviors, Limited and repetitive behaviors, Melt Down	
Week - 2		Functions of Problem Behaviors: Positive Reinforcement-Acquisition function, Negative Reinforcement-Escape function, Automatic Reinforcement function	

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 3		Behavior Measurement and Behavior Recording Techniques	
Week - 4		Principles of Determining and Defining Target Behavior: Rules for writing behavioral goals	
Week - 5		Functional Behavioral Evaluation: Indirect evaluation (Interview-Survey), Direct evaluation (Observation), Experimental (Functional analysis) evaluation (Test and control sessions)	
Week - 6		Traditional Functional Analysis Application; Alternative Functional Analysis Applications	
Week - 7		Preventing Problem Behaviors	
Week - 8		Increasing Positive Behaviors	
Week - 9		Reducing Negative Behaviors	
Week - 10		Teaching New Skills	
Week - 11		Functional Communication Teaching	
Week - 12		Graph Drawing and Graphic Interpretation Skills	
Week - 13		Assignment presentation	
Week - 14		End of Term Exam	

Learning Outcomes

#	Learning Outcome
1	Will be able to define and classify problem behaviors.
2	Will be able to define the functions (causes) of problem behaviors.
3	Will be able to discuss behavior measurement and behavior recording techniques. Be able to define the principles of determining and defining target behavior
4	Describe the functional behavioral assessment process
5	Will be able to explain alternative applications developed based on the limitations of the traditional functional analysis process and discuss the differences between applications.
6	Will be able to describe the antecedent-based practices used to prevent and reduce problem behaviors.
7	Problem davranışları önleme ve azaltmada kullanılan güdülenmeye dayalı uygulamaları tanımlayabilecek.
8	Will be able to discuss techniques used to increase appropriate behavior.
9	Will be able to discuss techniques used to reduce inappropriate behavior.
10	Will be able to discuss techniques based on gaining a new skill.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.