

Loyola University Chicago
School of Education
Behavior Intervention: Assessments and Supports

Course Number: M31/CIEP 478

Fall 2018

(The most updated syllabus is on the student's course website)

<p>Instructors: Hank Bohanon 1056 Lewis Towers 820 N. Michigan Ave. Chicago, IL 60611 Office Phone # 312-915-7099 Fax #: 312-915-6660 E-Mail: hbohano@luc.edu</p> <p>Website: http://www.hankbohanon.net</p>	<p>Class meetings: Tuesday Evenings 5:00PM - 7:30PM</p> <p>Location: Life Science Building-Room 212</p> <p>Office Hours: By appointment</p>
<p>Text (Required):</p> <p>Chandler, L. K., & Dahlquist, C. M. (2014). <i>Functional assessment: Strategies to prevent and remediate challenging behavior in school settings</i> (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.</p> <p>Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P., & English, C. (2010). <i>Prevent-teach-reinforce: The School-based model of individualized positive behavior support</i>. Baltimore, MD: Paul H. Brookes.</p> <p>Suggested reading:</p> <p>Mendler, A. N. & Mendler B. D. (2011) <i>Power struggles: Successful techniques for teachers</i>. Bloomington, IN: Solution Tree.</p>	<p>Materials:</p> <p>Your class has a corresponding website which students MUST access. The website is https://sakai.luc.edu/</p> <p>National Positive Behavior Support Website: http://www.pbis.org</p> <p>Illinois Positive Behavior Support Network See http://www.midwestpbis.org</p> <p>MTSS in Illinois https://www.ilmtss.net/</p> <p>School Psychology Website http://www.specialistedpsy.com/</p> <p>Michigan PBS Website http://miblsi.cenmi.org/Home.aspx</p> <p>Intervention Central http://www.interventioncentral.org/</p> <p>New Hampshire APEX III Project http://www.iod.unh.edu/Projects/archived/apex/Abou</p>

	tAPEX.aspx National Center on Intensive Intervention https://intensiveintervention.org/
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The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Course Description:

The purpose of this course is to develop candidates’ ability to provide positive supports to learners whose behavior impedes their learning. These supports are typically developed through assessments (data collection, interview techniques, and classroom observation) and interventions (e.g., schoolwide, group supports, individual/comprehensive supports). Theories to be discussed include: teaching new skills (e.g., replacement behaviors), conflict resolution, crisis prevention/intervention, problem solving skill development, self-monitoring skill development, quality of life interventions, self-determination, and community school supports. The candidate will learn to understand schoolwide supports, plan and develop group and individual supports (e.g., functional behavioral assessments, write positive behavior interventions plans, and write individual educational plans (IEP)), within a diverse environment. Connections will be made to show how academic and behavioral problem solving can be infused into the same process through problem solving.

Conceptual Framework:

The Conceptual Framework for the Loyola University Chicago, School of Education is “*Social Action through Education.*” This objective is carried out within four domains and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: <http://www.luc.edu/education/mission/>

These domains include:

CFS1: Candidates critically evaluate current bodies of knowledge in their field. Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting

components of functional assessments during their clinical activities. Candidates will also have the opportunity to develop their skills as “online learners” through the hybrid portions of this class.

CFS2: Candidates apply culturally responsive practices that engage diverse communities. Candidates will develop their understanding of how context impacts exceptionality and behavior. Through activities and class discussions, students will discuss questions such as, “What does a teacher need to know in an urban school setting? What does a teacher need to know to work in a suburban setting? Are there differences? How do these environments impact exceptionality and behavior?”

CFS3: Candidates demonstrate knowledge of ethics and social justice. Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices. Candidates will leave this course with examples of assessments for their professional portfolios, and a cadre of informal assessment tools with which they will have developed familiarity.

Professional in Service of Social Justice:

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor;

create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

Social Justice and Exceptionalities:

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.

(These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

Course Objectives:

1. Understanding the characteristics of learners: The competent learning behavior specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21) (LBS2: A-D; NASP Standard 4, 5)
2. Assessment: The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21) (LBS3: B, C, E, I, L, M, O; CC3: B, C, J, K, L, M, O, P; CC4; NASP Standards 1, 5, 6)
3. Planning for Instruction: The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. (LBS4: F, G, H, J, M, O, T, V-X; CC5; NASP Standards 1, 5, 8)
4. Learning Environment: The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (LBS5: A-F; CC2; NASP Standards 3, 5)
5. Instructional Delivery: The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21) (LBS6: G, I, J, M, O, P, U, V; CC5; NASP Standards 9, 11).
6. Collaborative Relationships: The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry,

collaboration, and supportive interaction among professionals, parents, paraeducators, and students (LBS7: A,B; CC7: A-H, J-T; NASP Standard 7)

7. Professional Conduct and Leadership: The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being (LBS8: A-C; CC6; NASP Standard 1, 9)
8. Reflection and Professional Growth: The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally (LBS9: A-B, NASP Standard 1, 9)

IDEA Center Objectives (for evaluation)

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply knowledge and skills to benefit others or serve the public good

Professional expectations of the instructor:

1. I make a strong effort to be where I say I am going to be, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially, if you have an emergency and cannot make it to class.
2. When assignments are turned in on time, I am happy, everyone wants a happy grader for their assignment. I reserve the right to give partial credit or no credit for assignments past the date they are due.
3. I like to know what is expected from the beginning of any undertaking. The first two class sessions we will discuss expectations of instructors and student behaviors that will make the class run smoothly. Be thinking about three to five expectations you believe make university classes run smoothly (if it is easier, pick three to five behaviors that make the class run less smoothly and state the opposite.)
4. I really want to know what you think, and what you have learned from the course. Therefore, it is frustrating when I cannot read your work. Please type your assignments (unless otherwise specified).
5. When you are representing Loyola University Chicago, please dress and behave professionally.

Language:

In course discussions and in your writing please adhere to the recommendations in the TASH "People-First Language" article.

Diversity:

In concert with the mission statement and conceptual framework for the School of Education, faculty, students, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that

the candidate will develop a respect for and recognition of the myriad forms of diversity that compose in the world.

Clinical Components:

The clinical components of the class are embedded within the case study activity. As a part of the LBSI program, you are required to make up to six onsite visits for this class to the location of your case study this semester. The evaluation for your clinical work is the rubric for the case study. The clinical work is aligned with course objectives 2-7. Candidates will begin their time on clinical sites as soon as the school and parents have granted permission for the case study to begin. Candidates who are taking this course as a part of Sequence 7 may complete their work at their clinical site. The clinical assignment will end at the completion of the case study or the semester, which ever should come first.

Dispositions:

All candidates are reviewed each semester by the program faculty in dispositional areas of Professionalism, Fairness, and the Belief that all students can learn. These will be assessed throughout the course through in-person and online dialog, and other written materials including your case study (described below). The rubric used to assess these dispositions is included at the end of this syllabus.

Additional Readings (for more information):

For the most up to the date list go to:

http://www.pbis.org/resource_catalog/default.aspx

- Andreou, T. E., McIntosh, K., Ross, S. W., & Kahn, J. D. (2014). Critical Incidents in Sustaining School-Wide Positive Behavioral Interventions and Supports. *The Journal of Special Education*. doi:10.1177/0022466914554298
- Bambara, L. M., Nonnemacher, S., & Kern, L. (2009). Sustaining School-Based Individualized Positive Behavior Support Perceived Barriers and Enablers. *Journal of Positive Behavior Interventions*, 11(3), 161-176. doi:**10.1177/1098300708330878**
- Bohanon, H., Eber, L., Flannery, B., & Fenning, B. (2007). Identifying a roadmap of support for secondary students in: School-wide positive behavior support applications, *International Journal of Special Education*, 22, (1), 39-60.
- Bohanon, H., Flannery, B., Malloy, J., & Fenning, P., (2009). Utilizing positive behavior supports in high school settings to increase school completion rates. *Exceptionality*. 17 (1), pp. 30-44.
- Carr, E., Dunlap, G., Horner, R., Koegel, R., Turnbull, A., Sailor, W., Anderson, J., Albin, R., Koegel, L., Fox, L., (2002). Positive Behavior Support: Evolution of an Applied Science. *Journal of Positive Behavior Interventions*, 4 (1), 4-16.
- Carter, D., & Horner, R. (2007, September). Adding functional behavioral assessment to first step to success: a case study. *Journal of Positive Behavior Interventions*, 9(4), 229-238.
- Christ, T. J., Riley-Tillman, T. C., Chafouleas, S., & Jaffery, R. (2011). Direct behavior rating: An evaluation of alternate definitions to assess classroom behaviors. *School Psychology Review*, 40(2), 181-199.

- Cook, C. R., Grady, E. A., Long, A. C., Renshaw, T., Coddling, R. S., Fiat, A., & Larson, M. (2017). Evaluating the Impact of Increasing General Education Teachers' Ratio of Positive-to-Negative Interactions on Students' Classroom Behavior. *Journal of Positive Behavior Interventions*, 19(2), 67-77. doi:10.1177/1098300716679137
- Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. S. (2012). Test driving interventions to increase treatment integrity and student outcomes. *School Psychology Review*, 41(4), 467-481. <http://www.nasponline.org>
- Debnam, K. J., Pas, E. T., & Bradshaw, C. P. (2012). Secondary and Tertiary Support Systems in Schools Implementing School-Wide Positive Behavioral Interventions and Supports. *Journal of Positive Behavior Interventions*, 14(3), 142-152.
- Faul, A., Stepensky, K., & Simonsen, B. (2012). The Effects of Prompting Appropriate Behavior on the Off-Task Behavior of Two Middle School Students. *Journal of positive behavior interventions*, 14(1), 47. doi: 10.1177/1098300711410702
- George, M. P., George, N. L., Kern, L., & Fogt, J. B. (2013). Three-Tiered Support for Students with E/BD: Highlights of the Universal Tier. *Education and Treatment of Children*, 36(3), 47-62.
- Gettinger, Maribeth, & Stoiber, Karen Callan. (2006). Functional assessment, collaboration, and evidence-based treatment: Analysis of a team approach for addressing challenging behaviors in young children. *Journal of School Psychology*, 44(3), 231-252. doi: 10.1016/j.jsp.2006.03.001
- Horner, R. H., Dunlap, G., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal of the Association for Persons with Severe Handicaps*, 15(3), 125-132.
- Janney, D. M., Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2013). The Effect of the Extinction Procedure in Function-Based Intervention. *Journal of positive behavior interventions*, 15(2), 113-123. doi:10.1177/1098300712441973
- Kincaid, D., Dunlap, G., Kern, L., Lane, K. L., Bambara, L. M., Brown, F., . . . Knoster, T. P. (2016). Positive Behavior Support: A Proposal for Updating and Refining the Definition. (2), 69-73. doi:10.1177/1098300715604826
- LeBel, T. J. (2013). Use of a Daily Report Card in an Intervention Package Involving Home-School Communication to Reduce Disruptive Behavior in Preschoolers. *Journal of positive behavior interventions*, 15(2), 103-112. doi:10.1177/1098300712440451
- Lohrmann, S. & Talerico, J. (2004). Anchor the boat: A Classwide intervention to reduce problem behavior. *Journal of Positive Behavior Interventions*. 6, (2), p. 113 (E-journal)
- McConnell, M. E. (2012). Self-monitoring: An intervention for social, behavioral, and academic success for students in general and special education classrooms. *APBS Newsletter*, 10(4), 2-4.
- McIntosh, K., Campbell, A. L., Carter, D. R., & Dickey, C. R. (2008). Differential effects of a tier two behavior intervention based on function of problem behavior. *Journal of Positive Behavior Interventions*, 10 (4), 1- 12.
- Maggin, D. M., Zurheide, J., Pickett, K. C., & Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. *Journal of Positive Behavior Interventions*, 17(4), 197-208. doi:10.1177/1098300715573630
- Mellard, D. F. & Johnson, E. (2008). *RTI: A Practitioner's guide to implementing response to intervention*, Corwin Press, Thousand Oaks, CA.

- Mouzakitis, A., Coddling, R. S., & Tryon, G. (2015). The Effects of Self-Monitoring and Performance Feedback on the Treatment Integrity of Behavior Intervention Plan Implementation and Generalization. *Journal of Positive Behavior Interventions*, 17(4), 223-234. doi:10.1177/1098300715573629
- O'Neill, R., Horner, R., Albin, R. W., Storey, K., & Sprague, J. R. (1996). *Functional assessment and program development for problem behavior: A practical handbook*. Wadsworth Publishing.
- Rathvon, N. (2008). *Effective school interventions: Evidence-based strategies for improving student outcomes* (2nd ed.). New York: Guilford Press.
- Reschly, D. J., & Wood-Garnett, S. (2009). *Teacher Preparation for Response to Intervention. TQ Research & Policy Brief*. Retrieved from <http://www.tqsource.org/publications/September2009Brief.pdf>
- Rodriguez, B. J., & Anderson, C. M. (2014). Integrating a Social Behavior Intervention During Small Group Academic Instruction Using a Total Group Criterion Intervention. *Journal of Positive Behavior Interventions*, 16(4), 234-245. doi:10.1177/1098300713492858
- Sanford, A. K., & Horner, R. H. (2013). Effects of Matching Instruction Difficulty to Reading Level for Students With Escape-Maintained Problem Behavior. *Journal of Positive Behavior Interventions*, 15(2), 79-89. doi: 10.1177/1098300712449868
- Simonsen, B., MacSuga, A. S., Fallon, L. M., & Sugai, G. (2013). The effects of self-monitoring on teachers' use of specific praise. *Journal of Positive Behavior Interventions*, 15(1), 5-15. doi: 10.1177/1098300712440453
- Simonsen, B., Eber, L., Black, A. C., Sugai, G., Lewandowski, H., Sims, B., & Myers, D. (2012). Illinois Statewide Positive Behavioral Interventions and Supports Evolution and Impact on Student Outcomes Across Years. *Journal of Positive Behavior Interventions*, 14(1), 5-16. doi:10.1177/1098300711412601**
- Spaulding, S. A., Irvin, L. K., Horner, R. H., May, S. L., Emeldi, M., Tobin, T. J., et al. (2010). Schoolwide social-behavioral climate, student problem behavior, and related administrative decisions: Empirical patterns from 1,510 Schools Nationwide. *Journal of Positive Behavior Interventions*, 12(2), 69-85. doi: 10.1177/1098300708329011
- Teerlink, E., Caldarella, P., Anderson, D. H., Richardson, M. J., & Guzman, E. G. (2017). Addressing problem behavior at recess using peer praise notes. *Journal of Positive Behavior Interventions*, 19(2), 115-126. doi:doi:10.1177/1098300716675733
- U.S. Department of Education, I. o. E. S., What Works Clearinghouse. (2016, December). *Children Identified With or At Risk for an Emotional Disturbance topic area intervention report: Functional Behavioral Assessment-based Interventions*. Retrieved from <http://whatworks.ed.gov>
- Volpe, R. J., Young, G. I. P., M. G., & Zaslofsky, A. F. (2012). Integrating Classwide Early Literacy Intervention and Behavioral Supports: A Pilot Investigation. *Journal of positive behavior interventions*, 14(1), 56. doi: 10.1177/1098300711402591
- Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., & Ross, S. W. (2016). A Systematic Review of the Empirical Support for Check-In Check-Out. *Journal of Positive Behavior Interventions*, 18(2), 74-88. doi:10.1177/1098300715595957

Evaluation Procedures:

Grades will be based upon the following measures:

Class participation = 20

Formative exam = 10

Reflections = 20

Culminating activity/positive behavior intervention plan = 50

Due Dates: TBA

Class participation: These activities will include, but will not be limited to, face-to-face and online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes) and professional dispositions. **THIS ALSO INCLUDES BRINGING YOUR ACTION PLAN WITH YOU EACH WEEK!** (Or updating and presenting online). *Attendance:* Your regular attendance and active participation are expected both on person and online. During online check in's, one team member per team must submit an update about the status of your case study that addresses any success, concerns, or next steps. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

Reading Reflections: You will write a reflection or have another activity for the readings/presentations/activities for classes when we are online. You will post these on-line on Sakai. I will embed the prompt for you. You should (1) read/attend to the required materials for the class (see course outline), (2) respond to the prompt or activity provided, and (3) discuss how you think this reading applies to your work on site. Please respond to the readings within one week of the assigned date.

Formative: The purpose of this exams is to assess your knowledge base of the content at the mid and end points in the semester. The majority of the material will come from lectures, online experiences, and the course textbook. There will be in class preparation for the exams including in class quizzes.

Positive behavior support plan/culminating activity (CF: 2, 6, 8):

The purpose of this final project is to measure how well you obtained the learning objectives of the course. I want to assess how well I have taught these objectives. More importantly, I want to know how well you can apply what you have learned.

You will identify a student with high incidence needs to work with throughout the course of the semester. Select a student who is having behavioral difficulty, but would not be considered to be in the top of the triangle of support (e.g., these students typically have between 1-6 referrals to the office). This study also can be exhibiting academic problems and may be the same student from your CIEP 477 Academic Assessment and Intervention Class (if applicable). You will need to obtain permission from the student's parent/guardian, teacher, and administrator (letters provided in Sakai). You and your classmates will develop a support plan for this student with the guidance of the course instructor. You also must address one classwide issue. This can include

teaching a social skill to the entire class, helping the teacher develop a routine, working on an acknowledgement system for the class.

You may work in groups of up to three people to accomplish this task. All I ask is that you divide up the responsibilities in such a way that seems fair to all members of the group. Team responsibilities include:

- Interviews,
- reviewing records
- meetings facilitation,
- observations,
- collecting summarizing data,
- supporting implementation
- and communication team leader (this person will have the master action plan and make sure it is updated),

You also need an on-site liaison.

You should bring and use the action plan provided to guide your efforts each week. Remember our classwide expectations as you work together (we will develop these as a group). We will discuss the specifics of this assignment in class. The team may turn in one plan, but I would like a short reflective paper from each candidate. The success of this activity is contingent on how well your team utilizes the action plan process! If at any time you are concerned about an issue with connecting with your site liaison, or working with one of your team members, please notify me immediately. Please do not wait when you run in to problems within your team or site.

What works:

1. Break down the activities by areas you feel most comfortable!
2. Make role assignments for these activities (who, what, when) (if working in pairs).
3. Connect with your site early.
4. Work with your teacher to define the student's needs and strengths.
5. Create a time line that will meet all of your needs, and get the project in on time.

Work backwards. Look for the day that I want to turn in a project, figure out what needs to be done to make that happen, and then plot this out on a time line. Use this strategy if it works for you!

6. Assign someone to "pull it all together" into one document.
7. Everyone should review the final project.
8. Maintain a positive attitude towards the work and each other. Problem solve around adult behaviors.
9. Each of you will complete their own reflection paper at the end of the project.
10. Let your instructors know early if there is an issue!!
11. Be prepared to discuss your role in the process during the final presentation.

See Overview of Key Task for Behavior Support Plan_Fall_2013 for details:

What you turn in for your final project

- a. Data and tools
- b. Reflection paper (one for teach team member)

Topic Outline

In General, the readings are assigned to prepare you for the following weeks class.

<p>8/28/2018</p>	<p>Overview of Course Requirements: Foundations of Positive Behavior Supports, Basics of Behavior – Applied Behavior Analysis and the Law. Face-To-Face</p>	<p>Readings: Chandler Text: Chapters 1 & 2 (pp.1-31) Suggested readings: Collins, L. W., & Zirkel, P. A. (2017). Functional Behavior Assessments and Behavior Intervention Plans: Legal Requirements and Professional Recommendations. <i>Journal of Positive Behavior Interventions</i>, 19(3), 180-190. doi:doi:10.1177/1098300716682201 (E-Journal) If possible: Kohn, A. (1991). Caring kids: The role of schools. <i>Phi Delta Kappan</i>. http://www.alfiekohn.org/teaching/cktrots.htm</p>
<p>9/4/2018</p>	<p>Introduction to PBS Case Study Tasks: Take letters to schools and give to parents Face-To-Face</p>	<p>Chandler Text Chapter 3 PTR – pp. 9-23 Suggested readings: Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., Anderson, J., Albin, R. W., Koegel, L. K., & Fox, L. (2002). Positive behavior support: Evolution of an applied science. <i>Journal of Positive Behavior Interventions</i>. 4(1), 4-16, 20 (E-journal)</p>
<p>9/11/2018</p>	<p>Preventing Problem Behavior Case Study Tasks: Meet with your team if possible Conducting initial interviews and developing target</p>	<p>Chandler Text: Chapter 4 PTR – pp. 23-39 Suggested readings: Walker, H. M., Horner, R. H., Sugai, G., Bullis, M., Sprague, J. R., Bricker, D., & Kaufman, M. J. (1996). Integrated</p>

	<p>behaviors</p> <p>Online</p>	<p>approaches to preventing antisocial behavior patterns among school-age children and youth. <i>Journal of Emotional and Behavioral Disorders</i>. 4(4), 194-209. (E-Journal)</p>
9/18/2018	<p>Functional Behavior Assessment (FBA)</p> <p>Case Study Tasks: ABC Observations Other assessments as necessary (see additional assessment forms and your own Curriculum-based measurement probes)</p> <p>Face-To-Face</p>	<p>Chandler Text: Chapter 5</p> <p>PTR – pp. 41-63</p> <p>Suggested Reading:</p> <p>Cooper, J. T., & Scott, T. M. (2017). The keys to managing instruction and behavior: considering high probability practices. <i>Teacher Education and Special Education</i>, 0888406417700825. doi:10.1177/1098300716679137</p> <p>(E-Journal)</p>
9/25/2018	<p>Methods and Outcomes/ Antecedent interventions</p> <p>Case Study Tasks: Choose and begin direct observations Hypothesis development, use behavior pathways chart</p> <p>Online</p>	<p>Chandler Text: Chapter 6 (pp. 111-128)</p> <p>PTR – pp. 63-94</p>
10/2/2018	<p>Antecedent, behavior, and consequence Interventions based upon functions of behavior</p> <p>Case Study Tasks: At this point, you should be able to complete the first part of your outline for your final (up to interventions). Bring a draft to class.</p> <p>Direct observations continue</p> <p>Face-To-Face</p>	<p>Chandler Text: Chapter 7</p> <p>PTR – pp. 95-107</p> <p>Suggested Reading:</p> <p>Rodriguez, B. J., & Anderson, C. M. (2014). Integrating a Social Behavior Intervention During Small Group Academic Instruction Using a Total Group Criterion Intervention. <i>Journal of Positive Behavior Interventions</i>, 16(4), 234-245. doi:10.1177/1098300713492858. (E-journal)</p>

10/9/2018	Fall Break	Class does not meet
10/16/2018	<p>Functions of Behavior – Putting together the FBA</p> <p>Case Study Tasks: Identify possible interventions and priorities, conduct an intervention probe if necessary Direct observations continue</p> <p>Online</p>	<p>Text: Chapter 8</p> <p>Brittany's case study – (hit Control and then click on the embedded link)</p> <p>PPT 109-121</p> <p>Suggested Reading:</p> <p>Horner, R. H. & Carr, E. G. (1997). Behavioral support for students with severe disabilities: Functional assessment and comprehensive intervention. <i>Journal of Special Education</i>. 31(1), 84-104. (E-journal)</p>
10/23/2018	<p>Intervention Strategies I</p> <p>Case Study Tasks: Direct observations continue</p> <p>Face-To-Face</p> <p>Check ins for Problem Analysis/Identification</p>	<p>Chandler Text: Chapter 9</p> <p>Suggested Reading:</p> <p>Dunlap, G., Foster-Johnson, L., Clarke, S, Kern, L., & Childs, K. (1995). Modifying activities to produce functional outcomes: Effects on problem behaviors of students with disabilities. <i>Journal of the Association of Persons with Severe Handicaps</i>, 20, (4), p. 248-258. (E-Journal) Get copyright or replace</p>
10/30/2018	<p>Intervention Strategies II</p> <p>Case Study Tasks: Identify 1-2 interventions, evaluate contextual fit and effectiveness Direct observations continue</p> <p>Mid-term exam</p> <p>Online</p>	<p>Chandler Text: Chapter 10</p> <p>Suggested Reading:</p> <p>Faul, A., Stepensky, K., & Simonsen, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. <i>Journal of positive behavior interventions</i>, 14(1), 47. doi: 10.1177/1098300711410702 (E-Journal)</p>
11/6/2018		Chandler Text: Chapter 11

	<p>Redesigning Environmental Systems: Group Supports</p> <p>Case Study Tasks: Identify intervention for entire class that would help your target student Direct observations continue</p> <p>Face-To-Face</p>	<p>Suggested Reading:</p> <p>Maggin, D. M., Zurheide, J., Pickett, K. C., & Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. <i>Journal of Positive Behavior Interventions</i>, 17(4), 197-208. doi:10.1177/1098300715573630 (E-journal)</p>
<p>11/13/2018</p>	<p>Schoolwide (combined class)</p> <p>Case Study Tasks: Possible quality of life intervention Direct observations continue</p> <p>Implementation and Evaluation</p> <p>Online</p>	<p>McIntosh, K., Ty, S. V., & Miller, L. D. (2014). Effects of School-Wide Positive Behavioral Interventions and Supports on Internalizing Problems: Current Evidence and Future Directions. <i>Journal of Positive Behavior Interventions</i>, 16(4), 209-218. doi:10.1177/1098300713491980 (E-journal)</p>
<p>11/20/2018</p>	<p>Redesigning Environmental Systems: Universal/Schoolwide Supports</p> <p>Community/Collaboration</p> <p>Case Study Tasks: Meet with members of student's support to talk about plan and next steps Direct observations continue You should be able to complete your final interventions outline at this point</p> <p>APBS Webinar ?</p>	<p>Dart, E. H., Cook, C. R., Collins, T. A., Gresham, F. M., & Chenier, J. S. (2012). Test driving interventions to increase treatment integrity and student outcomes. <i>School Psychology Review</i>, 41(4), 467-481. http://www.nasponline.org</p>

	Face-To-Face or Zoom Final check in	
11/27/2018	Quality of Life Online	Poston, D., Turnbull, A., Park, J., Mannan, H. Marquis, J. & Wang, M. (2003). Family quality of life: A Qualitative inquiry. <i>Mental Retardation</i> 41(5), pp. 313-328. Retrieved on August 25, 2009 from Beach Center (Link) Overview final Give final
12/4/2018	Oral presentations of case(s) Face-To-Face	Final Case Study Draft Due –
12/11/2018		Final Due to Instructor Final Case Study, due instructor

Rubric for Candidate Dispositions

	Exceeds Expectations (0.000 pt)	Meets Expectations (3.000 pts)	Partially Meets Expectation (2.000 pts)	Does Not Meet Expectations (1.000 pt)
Inquiry IL- LUC-DISP- 2016.3	Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to to inform instruction and promote learning for all.	Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to instruction or promoting learning	Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.
Social Justice IL-LUC-DISP- 2016.2	Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice.	Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of	In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes	Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate

<p>Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>
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**Professionalism
IL-LUC-DISP-
2016.1**

<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional</p>
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practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.	standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.
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Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.