

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

PREVENTION, ASSESSMENT, AND INTERVENTION: BEHAVIOR

CIEP 482-001 and CIEP 482-002

SPRING 2016

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Time: Thursday, 10 AM – 12:30 PM (001)

Thursday, 1 PM – 3:30 PM (002)

Classroom: CLC 323 (001)

CLC 202 (002)

Office Hours: By Appointment

COURSE DESCRIPTION

This course is designed to provide students with an introduction to strategies for promoting positive behavior in the context of instructional environments through the use of applied behavior analysis principles and procedures. Course content includes multiple methods of behavioral assessment linked to intervention planning.

COURSE OBJECTIVES

The following three IDEA objectives are considered essential in this course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

In addition, upon completion of the course, students will be able to:

1. Apply a problem-solving approach following an eco-behavioral orientation to define a problem situation and analyze classroom variables that maintain problem situations.
2. Recognize, apply, and evaluate effective instructional and behavioral variables in classrooms that produce improved behavioral outcomes and meet the needs of students with diverse needs.
3. Identify and apply interventions that are effective with students experiencing difficulty maintaining appropriate classroom behaviors.
4. Complete a Functional Behavioral Assessment (FBA) to address behavior(s) of concern. Identify and apply research-based interventions that are acceptable to teachers and parents and can be implemented with integrity.
5. Collaborate with teachers and parents to decrease inappropriate behaviors and increase appropriate behaviors in children.
6. Integrate the results of an FBA into a report that effectively communicates, to parents and other school personnel, the function(s) of behavior, the intervention(s) recommended to address the behavior, and the reasons those interventions are recommended.
7. Understand the process for implementing behavioral interventions with students in schools, both directly (behavior management, development of a BIP) and indirectly (teacher/parent consultation).
8. Describe the legal and ethical issues related to behavioral assessment, FBA, and intervention.

This course meets all of the NASP domains including data-based decision-making; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; school-wide practices to promote learning; preventive and responsive services; family-school collaboration services; diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice.

IDEA COURSE EVALUATION

The course evaluation for CIEP 482 will be located online at this site: <http://luc.edu/idea/>. To access the evaluation form at the end of the semester, sign in at **Student IDEA Log In**.

METHODS OF INSTRUCTION

This course will consist of lectures, group discussions, group activities, and student presentations. Students are expected to have read the assigned materials before class to ensure questions and concerns may be addressed during the class period.

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course.

Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account.

REQUIRED READINGS AND MATERIALS

- Cipani, E., & Schock, K.M. (2010). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (2nd ed.). New York: Springer Publishing Company. ISBN: 9780826106049.
- LiveText: <http://www.luc.edu/education/admission/tuition/course-management-fee/>

Additional readings will be assigned by the instructor and students. Many of these will be journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings will be posted on Sakai or distributed in class.

RECOMMENDED READINGS

- Alberto, P.A., & Troutman, A.C. (2012). *Applied behavior analysis for teachers* (9th ed). Prentice Hall.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied behavior analysis* (2nd ed). Prentice Hall.
- Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning.
- Steege, M.W., & Watson, T.S. (2009). *Conducting school-based functional behavioral assessments: A practitioner's guide* (2nd ed). New York, NY: The Guilford Press.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "social action through education" (see below): <http://www.luc.edu/education/mission/>. In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 482 maintains this focus on social

justice through its core assignments and its explicit focus on seeing students and families within context, be it psychological context, developmental context, cultural context, etc. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service.
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others-particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

SOCIAL ACTION THROUGH EDUCATION

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.

ACADEMIC HONESTY, ACCESSIBILITY, CONCEPTUAL FRAMEWORK, ETHICSLINE REPORTING HOTLINE, AND ELECTRONIC COMMUNICATION POLICIES AND GUIDELINES

<http://luc.edu/education/syllabus-addendum/>

DIVERSITY

In concert with the mission statement for the SOE, faculty, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social and economic diversity awareness and respect.

DISPOSITION

Professional demeanor; suitability for practice; and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation. Dispositions will be assessed each semester according to the forms available in the Student Handbook. Assessing dispositions including professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

PLAGIARISM

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

“Definition:

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else’s unpublished work, either with or without permission.”

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. In addition, I reserve the right to use the TurnItIn program (<http://turnitin.com/static/index.html>) for any written assignment without prior notice to the class.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

Assignments must be completed on time and submitted by 10am (CIEP 482-001) or 1pm (CIEP 482-002) on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date.

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. Please submit a paper copy of each assignment in class.

Course Requirement/Assignment	Individual/Team	Due Date	Points Possible	Submission
Professional Behavior & Communication	Individual	Ongoing	10	N/A
Pre-Assessment of Behavior Modification Principles	Individual	Ongoing	30	In class
Assessment Applications	Individual/Team	Ongoing	25	In class
Teach-In: Behavior Change Procedures	Team	Ongoing	35	In class
Individual Behavior Change Paper	Individual	4/28	40	Sakai
FBA/BIP	Individual or Team		50	In class and LiveText
<ul style="list-style-type: none"> ▪ Part A (Sections I, II, and III of rubric) ▪ Part B (Revised I-III and initial IV and V) ▪ Part C (Revised I-V and initial/final VI) 		3/3 3/31 4/14		
Total Points Possible			190	

1. Professional Behavior & Communication. You are expected to attend every class and arrive on time. If you must be absent for class due to illness or emergency, notify me before the class meeting. You are responsible for handing in any assigned work the week it is due unless you have made other arrangements with me. Be sure to obtain notes of material missed from another class member. Please be advised that your attendance and participation in class is considered part of your grade. ***At least half of a letter grade will be deducted from the total course grade when students have more than one absence or are regularly late to class.***

Active participation is expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers. Participation will be measured by participation in class discussions and completion of in-class activities/assignments. Participation is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of participation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and contributions also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Although we may occasionally use computers for in-class activities, laptops can be a distraction to others (and yourself). I ask that unless you are actively taking notes, please put your laptop away in class in order to be an active participant. If I notice you are using your laptop for non-class activities during class time, I will ask you to stop bringing it to class. In addition, it is expected that students treat class members with respect, be considerate and limit actions that others may find distracting (talking, cell phone use, etc.), and bring all necessary materials to every class.

2. Pre-Assessment of Behavior Modification Principles. Throughout the semester, you will intermittently complete either in-class pre-assessments covering assigned readings at the beginning of the class sessions. Pre-assessments will be completed without the aid of notes, books, journal readings, or other supports.

3. Assessment Applications. You will complete assessment activities (often during class) related to the readings, assignments, and class content. You must attend class to earn these points.

4. Teach-In: Behavior Change Procedures. In teams, you will conduct a teach-in of a specific behavior change procedure noted on the course schedule below. The teach-in will last no more than 45 minutes and will be an opportunity for you to teach your classmates, using an array of techniques, about the behavior change procedure you choose. Prior to beginning formal preparation for your teach-in,

selecting readings to assign to the class, etc., you must schedule a planning meeting with me.

5. **Individual Behavior Change Paper.** Throughout the semester, you will apply behavioral assessment and modification principles to an individual behavior change and prepare a paper documenting your plan, process, and progress.

6. **FBA/BIP.** In teams or individually, you will conduct an FBA/BIP in a school setting. Children must be referred for a behavioral issue. I must approve all referrals. This assessment will follow a Functional Behavioral Assessment model and incorporate FBA techniques to integrate parent, teacher, and child interviews, direct observations, the use of checklists and/or rating scales as appropriate, and other measures as deemed necessary by the referral issue. You will turn in all data. In addition, based on the assessment results, you will write a report that both describes and integrates the assessment results and links the results to appropriate interventions and recommendations to ameliorate the referral problem. You will then provide support to the classroom teacher for intervention implementation and evaluation. This assignment will be completed in three parts. You will first complete sections I, II, and III of the rubric (Part A). Once you receive feedback from me, you will then revise/update these sections and then complete sections IV and V of the rubric (Part B). Once you receive feedback from me, you will then revise/update these sections and then complete section VI (Part C). Each resubmission must include the marked up document on which I made edits. After receiving feedback, you will the share the plan with the teacher and offer support as the teacher implements it in the classroom. This assignment must be submitted in class (all parts) and on **LiveText** (final paper only).

NOTE: You must have parent consent prior to beginning any assessment (this form will be posted on Sakai).

As needed, scoring rubrics and guidelines for assignments will be attached to the syllabus, posted on Sakai, and/or distributed in class.

Final course grades will be assigned as follows:

Total Points Earned	%	Grade
177-190	93-100	A
171-176	90-92	A-
165-170	87-89	B+
157-164	83-86	B
152-156	80-82	B-
146-151	77-79	C+
138-145	73-76	C
133-137	70-72	C-
127-132	67-69	D+
114-126	60-66	D
<114	<60	F

FINAL NOTE . . .

Your role in this course is to come to class prepared to actively discuss the readings and participate in class. I am here to help you in any reasonable way I can. I encourage you to make an appointment with me sooner, rather than later, if you are having difficulty with the course material. I am more than happy to meet with you at a mutually agreeable time. The best way to reach me is through email.

TENTATIVE COURSE SCHEDULE

Course schedule is tentative and subject to change. Changes will be announced in class.

Date	Topics	Readings & Assignments
1/21	Course Overview	Syllabus
1/28	Introduction to Functional Behavioral Assessment Introduction to Behavior Modification	FBA: 1 Journal Readings
2/4	FBA I	FBA: 2, 3 Journal Readings
2/11	NASP 2014 Annual Convention	No Class Session
2/18	FBA II	Journal Readings
2/25	Reinforcement	Journal Readings
3/3	Extinction Punishment	Journal Readings DUE: FBA/BIP Part A
3/10	Spring Break	No Class Session
3/17	Stimulus Control	Journal Readings
3/24	Respondent Conditioning	FBA: 4, 5 (171-234) Journal Readings
3/31	Shaping Chaining	FBA: 5 (235-284) Journal Readings DUE: FBA/BIP Part B
4/7	Behavioral Skills Training Procedures Self-Management	Journal Readings DUE: Teach-In (2)

4/14	Habit Reversal Procedures Token Economy Behavioral Contracts	Journal Readings DUE: Teach-In (3) FBA/BIP Part C
4/21	Good Behavior Game Mystery Motivator	Journal Readings DUE: Teach-In (2)
4/28	Individual Behavior Change FBA/BIP	DUE (in class): IDEA Course Evaluation (http://luc.edu/idea/) Individual Behavior Change Paper

	Target	Acceptable	Unacceptable
Procedure	Teacher interview and 4 behavioral observations. Use at least 2 different observation methods. At least 2 of the 4 observations are ABC observations.	Teacher interview and 3 behavioral observations. Use at least 2 different observation methods. At least 2 of the 3 observations are ABC observations.	Missing teacher interview; fewer than 3 behavioral observations; 1 observation method.
Interfering behavior	A clear operational definition of the interfering behavior is provided.	The interfering behavior is identified.	The interfering behavior is not identified.
Baseline	Current levels of occurrence are described and reported on a graph with at least 3 data points.	Current levels of occurrence are described.	Current levels of occurrence are not presented.
Antecedents	Specifically identify and consider discriminative stimuli, unconditioned and conditioned motivating operations.	Generally identify and consider the antecedents for the behavior.	Antecedents are not identified or considered.
Individual variables	Specifically identify and consider mediating individual variables and behavior deficits.	Specifically identify and consider mediating individual variables or behavior deficits.	Individual variables are not identified or considered.
Consequences	Specifically identify and consider positive, negative and automatic reinforcers.	Specifically identify and consider positive, negative, or automatic reinforcers.	Reinforcers are not identified or considered.
Hypothesis	Hypothesis statement that is informed by the collected data and provides a clear indication of the hypothesized function of the behavior.	Hypothesis statement that provides an indication of the hypothesized function of the behavior but is not clearly informed by the collected data.	Hypothesis statement is not included.
Intervention plan	Plan includes competing behavior pathway and recommendations for intervention at all points.	Plan includes competing behavior pathway and recommendations for intervention at most points.	Plan is missing competing behavior pathway or recommendations for intervention at most points.
Monitoring plan	Tool to track replacement behavior is included.	Method to track replacement behavior is described.	No method to track replacement behavior is described.
Domain 4 Standard IV Element 4.2 Total Assessment	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
Overall	Target	Acceptable	Unacceptable