

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**PREVENTION, ASSESSMENT, AND INTERVENTION: BEHAVIOR**

**CIEP 482-001**

**SPRING 2017**

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Instructor: Gina Coffee, Ph.D.

Time: Thursday, 1 PM – 3:30 PM

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**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 a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

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 is aligned with 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.

### **SOCIAL ACTION THROUGH EDUCATION**

Aligned with the School of Education's conceptual framework, CIEP 482 maintains a focus on social action through education via its core assignments and its explicit focus on seeing students and families within context, including psychological, developmental, and cultural contexts.

### **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. Diversity is addressed in this course through discussions and presentations related to problem solving; non-biased assessment; and evidence-based, culturally responsive interventions.

### **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 the student handbook and LiveText. 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.

### **REQUIRED READINGS AND MATERIALS**

- Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning. ISBN: 978-1-305-10939-1.
- 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. ISBN: 978-1-60623-027-5
- 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.

### **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.

**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 1pm 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, 6<sup>th</sup> edition.

Course Requirement/Assignment	Individual/Team	Due Date	Points Possible	Submission
Professional Behavior & Communication	Individual	Ongoing	5	N/A
Pre-Assessment of Behavior Modification Principles	Individual	Ongoing	30	In class
Behavior Log/Reflections (Sakai Forums)	Individual	Ongoing	20	Sakai
Behavior Log/Reflections Comments (Sakai Forums)	Individual	Ongoing	10	Sakai
Teach-In: Behavior Change Procedures	Team	Ongoing	35	In class
Individual Behavior Change Paper	Individual	4/27	40	Sakai
FBA/BIP	Individual or Team		50	In class and LiveText
<ul style="list-style-type: none"> <li>▪ Part A (Sections I, II, and III of rubric)</li> <li>▪ Part B (Revised I-III and initial IV and V)</li> <li>▪ Part C (Revised I-V and initial/final VI)</li> </ul>		3/2 3/30 4/20		
<b>Total Points Possible</b>			<b>190</b>	

**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 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. **Behavior Log/Reflections.** Using “Forums” on Sakai, you will document progress on your behavioral goals by responding to specific prompts I provide. In addition, you will read and stay abreast of your classmates’ progress and offer constructive comments as they, too, document their progress.

4. **Behavior Log/Reflections Comments.** Using “Forums” on Sakai, you will provide at least one constructive comment to each group member’s entry. This is an opportunity for you and your group members to offer support and guidance to one another. Although this assignment must be completed with your assigned group, that does not preclude commenting on your other classmates’ entries as well.

5. **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.

6. **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.

7. **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 describes and integrates the assessment results, links the results to appropriate interventions and recommendations to ameliorate the referral problem, and describes your decision-making process for Part A, Part B, and Part C in behavioral terms. 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 then 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.

<b>Date</b>	<b>Topics</b>	<b>Readings &amp; Assignments</b>
1/19	Course Overview	Syllabus
1/26	Introduction to Functional Behavioral Assessment  Introduction to Behavior Modification	FBA: 1, 2, 3  BM: 1, 13
2/2	FBA I	FBA: 4, 5, 6, 7  BM: 2, 3
2/9	Preliminary Casework	<b>DUE:</b> <b>Behavior Log/Reflections and Comments</b>
2/16	FBA II	FBA: 8, 9, 10, 11, 12, 13  <b>DUE:</b> <b>Behavior Log/Reflections and Comments</b>
<b>2/23</b>	<b>NASP 2014 Annual Convention</b>	<b>No Class Session</b>
3/2	Reinforcement	BM: 4, 15  Journal Readings  <b>DUE:</b> <b>Behavior Log/Reflections and Comments</b> <b>FBA/BIP Part A</b>
<b>3/9</b>	<b>Spring Break</b>	<b>No Class Session</b>
3/16	Extinction  Punishment	BM: 5, 6, 14, 17, 18  Journal Readings  <b>DUE:</b> <b>Behavior Log/Reflections and Comments</b>
3/23	Stimulus Control	BM: 7, 10, 16, 19  Journal Readings  <b>DUE:</b> <b>Behavior Log/Reflections and Comments</b>
3/30	Respondent Conditioning  Shaping	BM: 8, 9  Journal Readings  <b>DUE:</b> <b>Behavior Log/Reflections and Comments</b> <b>FBA/BIP Part B</b>

4/6	<p>Chaining</p> <p>Behavioral Skills Training Procedures</p>	<p>BM: 11, 12</p> <p>Journal Readings</p> <p><b>DUE:</b> <b>Behavior Log/Reflections and Comments Teach-In (1)</b></p>
4/13	<p>Self-Management</p> <p>Habit Reversal Procedures</p>	<p>BM: 20, 21</p> <p>Journal Readings</p> <p><b>DUE:</b> <b>Behavior Log/Reflections and Comments Teach-In (2)</b></p>
4/20	<p>Token Economy</p> <p>Behavioral Contracts</p>	<p>BM: 22, 23</p> <p>Journal Readings</p> <p><b>DUE:</b> <b>Behavior Log/Reflections and Comments Teach-In (2)</b> <b>FBA/BIP Part C</b></p>
4/27	<p>Good Behavior Game</p> <p>Mystery Motivator</p>	<p>Journal Readings</p> <p><b>DUE:</b> <b>Behavior Log/Reflections and Comments Teach-In (2)</b> <b>Individual Behavior Change Paper</b> <b>IDEA Course Evaluation (<a href="http://luc.edu/idea/">http://luc.edu/idea/</a>)</b></p>



	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>
<b>Procedure</b>	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.	Teacher interview, fewer than 3 behavioral observations, fewer than 2 different observation methods, and/or fewer than 2 ABC observations.	Missing teacher interview; fewer than 3 behavioral observations; fewer than 1 observation method.
<b>Interfering behavior</b>	A clear operational definition of the interfering behavior is provided.	The interfering behavior is identified.	The interfering behavior is identified in an incomplete manner.	The interfering behavior is not identified.
<b>Baseline</b>	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 described in an incomplete manner.	Current levels of occurrence not presented.
<b>Antecedents</b>	Specifically identify and consider discriminative stimuli, unconditioned and conditioned motivating operations.	Generally identify and consider the antecedents for the behavior.	Antecedents are identified but not considered in plan development.	Antecedents are not identified or considered.
<b>Individual variables</b>	Specifically identify and consider mediating individual variables and behavior deficits.	Generally identify and consider mediating individual variables or behavior deficits.	Individual variables are identified but not considered in plan development.	Individual variables are not identified or considered.
<b>Consequences</b>	Specifically identify and consider positive, negative and automatic reinforcers.	Generally identify and consider positive, negative, or automatic reinforcers.	Reinforcers are identified but not considered in plan development.	Reinforcers are not identified or considered.
<b>Hypothesis</b>	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 does not include the hypothesized function of the behavior.	Hypothesis statement is not included.
<b>Intervention plan</b>	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 includes competing behavior pathway and recommendations at few points.	Plan is missing competing behavior pathway or recommendations for intervention at most points.
<b>Monitoring plan</b>	Method to track replacement behavior is comprehensively described and tool to track replacement behavior is included.	Method to track replacement behavior is generally described and tool to track replacement behavior is included.	Method to track replacement behavior is described or tool to track replacement behavior is included.	No method to track replacement behavior is described.
<b>Total Assessment</b>	At least all but one section rated as Exceeds Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard or Meets Standard. No section rated as Partially Meets Standard or Does Not Meet Standard.	All sections rated as Exceeds Standard, Meets Standard, or Partially Meets Standard. No section rated as Does Not Meet Standard.	Any Does Not Meet Standard rating will result in an overall rating of Does Not Meet Standard.
<b>Overall</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Partially Meets Standard</b>	<b>Does Not Meet Standard</b>

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 the program handbook and 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/](http://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**.