



PREVENTION, ASSESSMENT, AND INTERVENTION: BEHAVIOR
CIEP 482 - Section 001
Spring 2018

Instructor Information

Professor: Ashley Mayworm, PhD

Email: amayworm@luc.edu

Campus Office: Lewis Towers, Room 1147

Office Hours: By appointment

Time: Thursdays 10:00-12:30 pm

Classroom: Corboy Law Center #901

Course Description

This course provides 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

At the completion of this course, students will be able to:

- Apply a problem-solving approach following an eco-behavioral orientation to define a problem situation and analyze classroom variables that maintain problem situations.
- 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.
- Identify and apply interventions that are effective with students experiencing difficulty maintaining appropriate classroom behaviors.
- 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.
- Collaborate with teachers and parents to decrease inappropriate behaviors and increase appropriate behaviors in children.
- Understand the process for implementing behavioral interventions with students in schools, both directly (behavior management, development of a BIP) and indirectly (teacher/parent consultation).
- Describe the legal and ethical issues related to behavioral assessment, FBA, and intervention.

IDEA Objectives Linked to Course Evaluation (Essential)

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

Link to the IDEA Course Evaluation: Students can complete the IDEA course evaluation online. The link to the IDEA Campus Lab website is: <http://luc.edu/idea>.

Primary APA Competencies Covered in this Course

- Standard I Professionalism
 - 1. Professional Values and Attitudes
 - 2. Individual and Cultural Diversity
- Standard III Science
 - 6. Scientific Knowledge and Methods
- Standard IV Application
 - 8. Evidence-Based Practice
 - 9. Assessment
 - 10. Intervention

Primary NASP Competencies Covered in this Course

- Standard 2.1 Data-Based Decision Making
- Standard 2.2 Consultation and Collaboration
- Standard 2.3 Interventions and Instructional Support to Develop Academic Skills
- Standard 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- Standard 2.5 School-wide Practices to Promote Learning
- Standard 2.6 Preventive and Responsive Services
- Standard 2.7 Family-School Collaboration Services
- Standard 2.8 Diversity in Learning and Development
- Standard 2.9 Research and Program Evaluation
- Standard 2.10 Legal, Ethical, and Professional Practice

Conceptual Framework

The School of Education (SOE) at Loyola University Chicago has adopted and embraced the conceptual framework – ***Social Action through Education***. This means that the SOE prepares its students to be critical thinkers, that are competent in the exercise of professional skills, show a commitment to respecting diversity, embrace social justice, and recognize that education is a life-long process. The SOE embeds social justice principles throughout course work, research, and service oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe and secure” (Bell, Adams & Griffin, 2013, p. 3). The SOE works to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

Throughout this course, we will use the conceptual framework of *Social Action through Education* to guide our learning and work. 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.

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

In this course you will be assessed on the student dispositions of: **Professionalism, Inquiry, and Social Justice**. These dispositions are evaluated to ensure that students are making adequate progress, not only in their academic performance, but also in their development as a professional school psychologist. Detailed information about the dispositions and a rubric for evaluating student dispositions can be found in the Student Handbook and on your LiveText page.

Required Texts

1. Miltenberger, R.G. (2016). *Behavior modification: Principles and procedures* (6th ed.). Boston, MA: Cengage Learning. ISBN: 978-1-305-10939-1.
2. 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
3. Additional assigned readings will be available through the Sakai course page or the Loyola Water Tower Library course reserves.
 - Prochaska, J.O., DiClemente, C.C., & Norcross, J.C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, 27(9), 1102 – 1114.
 - Wheatley, R.K., West, R.P., Charlton, C.T., Sanders, R.B., Smith, T.G., & Taylor, M.J. (2009). Improving behavior through differential reinforcement: A praise note system for elementary school students. *Education and Treatment of Children*, 32(4), 551 – 571.
 - Austin, J.L., & Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. *Journal of Applied Behavior Analysis*, 44, 451 – 461.
 - LeGray, M.W., Dufrene, B.A., Sterling-Turner, H., Olmi, D.J., & Bellone, K. (2010). A comparison of function-based differential reinforcement interventions for children engaging in disruptive classroom behavior. *Journal of Behavioral Education*, 19, 185 – 204.
 - Donaldson, J.M., Vollmer, T.R., Yakich, T.M., & Van Camp, C. (2013). Effects of a reduced time-out interval on compliance with the time-out instruction. *Journal of Applied Behavior Analysis*, 46, 369 – 378.
 - Janney, D.M., Umbreit, J., Ferro, J.B., Liaupsin, C.J., & Lane, K.L. (2012). The effect of the extinction procedure in function-based intervention. *Journal of Positive Behavior Interventions*, 15(2), 113 – 123.
 - MacDonald, J.M., Ahearn, W.H., Parry-Cruwys, D., Bancroft, S., & Dube, W.V. (2013). Persistence during extinction: Examining the effects of continuous and intermittent reinforcement on problem behavior. *Journal of Applied Behavior Analysis*, 46, 333 – 338.
 - McHugh, L., Proctor, J., Herzog, M., Schock, A., & Reed, P. (2012). The effect of mindfulness on extinction and behavioral resurgence. *Learning & Behavior*, 40, 405 – 415.
 - Vargo, K.K., Heal, N.A., Epperley, K., & Kooistra, E. (2014). The effects of a multiple schedule plus rules on hand raising during circle time in preschool classrooms. *Journal of Behavioral Education*, 23, 326 – 343.
 - Shriver, M.D., Segool, N., & Gortmaker, V. (2011). Behavior observations for linking assessment to treatment for selective mutism. *Education and Treatment of Children*, 34, 389 – 411.

- Facon, B., Sahiri, S., & Riviere, V. (2008). A controlled single-case treatment of severe long-term selective mutism in a child with mental retardation. *Behavior Therapy, 39*, 313 – 321.
- Slocum, S.K., & Tiger, J.H. (2011). An assessment of the efficiency of and child preference for forward and backward chaining. *Journal of Applied Behavior Analysis, 44*, 793 – 805.
- Hogan, A., Knez, N., & Kahng, S. (2015). Evaluating the use of behavioral skills training to improve school staffs' implementation of behavior intervention plans. *Journal of Behavior Education, 24*, 242 – 254.
- Woods, D.W., Miltenberger, R.G., & Lumley, V.A. (1996). Sequential application of major habit-reversal components to treat motor tics in children. *Journal of Applied Behavior Analysis, 29*, 483 – 493.
- Schulze, M.A. (May/June 2016). Self-management strategies to support students with ASD. *TEACHING Exceptional Children, 225* – 231.
- Mruzek, D.W., Cohen, C., & Smith, T. (2007). Contingency contracting with students with autism spectrum disorders in a public school setting. *Journal of Developmental and Physical Disabilities, 19*, 103 – 114.
- Maggin, D.M., Chafouleas, S.M., Goddard, K.M., & Johnson, A.H. (2011). A systematic evaluation of token economies as a classroom management tool for students with challenging behavior. *Journal of School Psychology, 49*, 529 – 554.
- Mitchell, R.R., Tingstrom, D.H., Dufrene, B.A., Ford, W.B., & Sterling, H.E. (2015). The effects of the Good Behavior Game with general-education high school students. *School Psychology Review, 44*(2), 191 – 207.
- Robichaux, N.M., & Gresham, F.M. (2014). Differential effects of the Mystery Motivator Intervention using student-selected and mystery rewards. *School Psychology Review, 43*(3), 286 – 298.
- Anderson, C.M., & Rodriguez, B.J. The Good Behavior Game: Implementation and Procedures Workbook. Retrieved from: www.pbismaryland.org/Presentations/.../Procedures%20&%20Manualdoc.doc

Course Assignments

Assignments must be completed on time and submitted by 10am on the dates noted. If you miss this deadline, you will lose 5% points for each day it is late (e.g., if you would have received a 95% on the assignment, if it is one day late it will receive a 90% grade).

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.

Note: More detailed instructions and grading rubrics are provided in the Appendix of this syllabus.

Class Participation: 5%

Successful learning in this course depends greatly on student participation and preparation. You are expected to attend class; complete readings prior to class; and participate in class activities, discussions, and skill development exercises. 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. Evaluation of the quantity and quality of your participation in class discussions, presentations, and skill building activities will constitute class participation points.

Sakai Reading Quizzes: 15%

Throughout the semester you will complete brief quizzes about the course readings. Quizzes will be completed online through Sakai and must be finished before class begins on Thursday. You can retake the quiz up to 3 times to improve your grade (without penalization). You can use your notes, books, journal articles or other supports to complete the quizzes (if you like), though I encourage you to use these quizzes as an opportunity to gauge your learning and determine what you are still unclear about. Scores on quizzes will be combined to create an overall quiz grade.

Teach-In: Behavior Change Procedures: 20%

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. Group members will submit ratings of the relative contributions of all team members on the project and this feedback will be factored into individual grades.

Individual Behavior Change Project: 25%

Throughout the semester, you will apply behavioral assessment and modification principles to an individual behavior change and prepare a presentation of slides (that will not be presented) documenting your plan, process, and progress. You will be paired with a partner to give and receive on-going peer support and feedback regarding your individual behavior change project. Partners will rate each other on their relative contributions and this feedback will be factored into individual grades.

FBA/BIP Final Project: 35%

In teams, you will conduct an FBA/BIP in a school setting. You and your partner may complete the FBA/BIP with the same student you are conducting your academic assessment/intervention project with, or you may elect to choose a new student. All student referrals must be approved by me before beginning.

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 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 (for this specific project, i.e., consent for the academic assessment/intervention project is not sufficient) prior to beginning any assessment (this form will be posted on Sakai).

Grade Breakdown

Participation:	5 points
Sakai Reading Quizzes:	15 points
Teach-In:	20 points
Individual Behavior Change Paper:	25 points
FBA/BIP Final Project:	35 points
Total Points:	100 points

Points	%	Letter Grade
93.0-100	93-100	A
90.0-92.9	90-92	A-
87.0-89.9	87-89	B+
83.0-86.9	83-86	B
80.0-82.9	80-82	B-
77.0-79.9	77-79	C+
73.0-76.9	73-76	C
70.0-72.9	70-72	C-
67.0-69.9	67-69	D+
63.0-66.9	63-66	D
60.0-62.9	60-62	D-
<60.0	<60	F

Course Policies

Communication Protocol: Email is the best way to reach me. I will make every effort to get back to you within 24 hours on week days and 48 hours on weekends. I am also frequently on campus in my office (Lewis Towers 1147) and you are welcome to try to find me there. I am happy to speak with you about questions, concerns, suggestions, difficulties or challenges that may arise during the course. Any technology issues should go to Loyola’s HelpDesk.

Attendance: Students are expected to attend all classes and participate in class discussions and activities. As graduate students, I expect that all of you will engage deeply with the course readings and come to class ready to contribute. If you need to miss a class, please email me as soon as possible. I will work with students on a one-on-one basis to determine if the absence is excused, and what (if any) additional assignments will need to be completed to make-up for the lost instruction time. It is

important to note that much of the learning that occurs in this class is experiential in nature and is difficult to compensate for through readings or assignments outside of the classroom.

Class Conduct: One important aspect of professional development as a school psychologist is learning to respect the rights and opinions of others, as well as how to disagree effectively and respectfully. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

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.

Special Circumstances

Receiving Assistance: Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (<http://www.luc.edu/sswd/>).

Students with Disabilities: Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Services for Students with Disabilities (SSWD), located in Sullivan Center, Suite 117. Students will provide professors with an accommodation notification from SSWD, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call 773.508.3700.

Title IX Notification: Loyola University Chicago seeks to provide an educational environment based on mutual respect that is free from discrimination and harassment. In order to meet our commitments to equity and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, faculty and staff members are required to report disclosures of sexual violence made to them by students.

Student Support Resources:

- ITS HelpDesk: helpdesk@luc.edu or 773-508-4487
- Library - Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities: <http://www.luc.edu/sswd/>
- Writing Center: <http://www.luc.edu/writing/>
- Ethics Hotline: <http://luc.edu/sglc/aboutus/> or 855.603.6988

Statement of Intent:

By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

COURSE OUTLINE AND CALENDAR

Week	Date	Class Topic	Readings Due	Assignments Due
1	1/18	Introductions & Course Overview	<ul style="list-style-type: none"> • Syllabus 	
2	1/25	Introduction to Functional Behavior Assessment (FBA) & Behavior Modification	<ul style="list-style-type: none"> • S&W: Ch 1-3 • M: Ch 1 & 13 • Prochaska et al (1992) 	Reading Quiz
3	2/1	FBA 1	<ul style="list-style-type: none"> • S&W: Ch 4-7 • M: Ch 2-3 	Reading Quiz <i>Partner Review of Individual Behavior Change Idea/ Operational Definition/Data Collection Plan</i>
4	2/8	Preliminary Casework		
5	2/15	No class meeting – Attend NASP		
6	2/22	FBA 2	<ul style="list-style-type: none"> • S&W: Ch 8-13 	Reading Quiz <i>Partner Review of Individual Behavior</i>

				<i>Change Baseline Data</i>
7	3/1	Reinforcement	<ul style="list-style-type: none"> • M: Ch 4 & 15 • Wheatley et al. (2009) • Austin & Bevan (2011) • LeGray et al. (2010) 	Reading Quiz FBA/BIP Part A
-	3/8	No class meeting – Spring Break		
8	3/15	Extinction & Punishment	<ul style="list-style-type: none"> • M: Ch 5, 6, 14, 17, 18 • Donaldson et al. (2013) • Janney et al. (2012) • MacDonald et al. (2013) • McHugh et al. (2012) 	Reading Quiz <i>Partner Review of Individual Behavior Change Reinforcement Questions</i>
9	3/22	Stimulus Control	<ul style="list-style-type: none"> • M: Ch 7, 10, 16, 19 • Vargo et al (2014) 	Reading Quiz
10	3/29	Respondent Conditioning & Shaping	<ul style="list-style-type: none"> • M: Ch 8 -9 • Shriver et al (2011) • Facon et al (2008) 	Reading Quiz FBA/BIP Part B
11	4/5	Chaining & Behavioral Skills Training Procedures	<ul style="list-style-type: none"> • M: Ch 11-12 • Slocum & Tiger (2011) • Hogan et al (2015) 	Reading Quiz Teach- In (1)
12	4/12	Self-Management & Habit Reversal Procedures	<ul style="list-style-type: none"> • M: Ch 20-21 • Woods et al. (1996) • Schulze (2016) 	Reading Quiz Teach- In (2)
13	4/19	Token Economy & Behavioral Contracts	<ul style="list-style-type: none"> • M: Ch 22-23 • Mruzek et al (2007) • Maggin et al (2011) 	Reading Quiz Teach- In (3) FBA/BIP Part C
14	4/26	Good Behavior Game & Mystery Motivator	<ul style="list-style-type: none"> • Mitchell et al (2015) • Robichaux & Gresham (2014) • Anderson & Rodriguez; GBG Implementation & Procedures Workbook 	Teach- In (4) Individual Behavior Change Paper
15	5/3	No class meeting - Finals Week		

**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***.

Appendix: Course Assignment Rubrics

Grading Rubric: Individual Behavior Change Project

- For the purposes of this assignment, focus on one behavior that you would like to change. This should be the “keystone behavior” that is likely to have ripple effects.
- On 3 required dates (see syllabus), you will receive and give feedback to your partner on their behavior change project. Feedback will be given within the forums on Sakai, based on prompts from the instructor. This feedback should then be considered and integrated into your project, as appropriate.
- You will prepare a Powerpoint presentation (NOT a paper) that addresses all of the required areas below and submit this presentation on the final day of class. The Powerpoint will not be presented to the class.

Section	Required Content for Full Credit	Possible Points
Introduction	<ul style="list-style-type: none"> • State the behavior you are changing and provide a rationale for changing it. • Operationally define the interfering behavior (see Sakai document re: operational definitions). • State the direct behavioral observation method you chose to collect baseline data and your rationale for choosing it. • Present a chart/figure of baseline data with at least 4 data points. Be sure to clearly label the chart and the axes. • State a hypothesized function of your behavior. • Operationally define behavioral goal (see Sakai document re: operational definitions). 	5
Review of the Literature	<ul style="list-style-type: none"> • Provide a brief review of the literature (3-4 peer-reviewed journal articles) around how behavior modification principles have been used to address your identified behavior. For example, if you’re choosing to increase exercise, review the literature addressing how behavior modification principles have been applied to impact frequency of exercise. • Cite the peer-reviewed articles in APA style (and include a reference section at the end). 	3
Behavior Modification Plan	<ul style="list-style-type: none"> • State how your behavior modification plan incorporates the following principles and the components of each principle that you needed to consider when you developed your plan (e.g., schedules of reinforcements, motivating operations, selection of reinforcers, etc.). <ul style="list-style-type: none"> ○ Reinforcement ○ Extinction ○ Punishment ○ Stimulus Control 	5
Specific Behavior Modification Strategies	<ul style="list-style-type: none"> • Describe how your behavior modification plan also incorporates one or more of the following strategies: (1) Shaping; (2) Chaining; (3) BST Procedures; (4) Self-Management; (5) Habit Reversal Procedures; (6) Token Economy; (7) Behavioral Contracts. 	5
Conclusion	<ul style="list-style-type: none"> • Present a chart/figure of the above baseline data and progress monitoring data with at least 6 weeks of data. Be sure to use the same observation method you used to collect baseline data. • Identify the strengths and barriers to your behavior modification plan. • Using your knowledge of behavior modification principles, describe how your plan may be modified to optimize outcomes. • Using your knowledge of behavior modification principles, describe a plan for maintenance of your new behavior. 	5
Feedback to Partner	<ul style="list-style-type: none"> • Provide helpful and timely feedback to your partner regarding their behavior change project. 	2
Total Points		25

Grading Rubric: Teach-In - Behavior Change Procedures

Area	Description of Full Credit	Possible Points
Overview of Behavior Change Procedure	Presentation provides a comprehensive and accurate overview of the behavior change procedure, literature supporting its use, and its application to work in schools.	7
Applied Examples	Presentation includes applied examples of how the behavior change procedure would be applied in real life and in schools.	3
Creative Learning Activities	Presentation includes creative, engaging activities (e.g., videos, role plays, practice, sharing of resources) that enhance student learning of the material.	3
Presentation Quality	Presenters are well-prepared; power point slides are easy to read and visually-appealing; presenters speak confidently and without reading off of slides.	5
Partner Feedback on Relative Contributions	All partners rate the individual being graded as contributing at or above expectations.	2
Total Points		20

Functional Behavioral Assessment & BIP
Scoring Rubric

- Refer to Sakai for sample reports.
- For the purposes of this assignment, you will really want to focus on one interfering behavior – the keystone behavior that is most likely to have ripple effects.
- For organization purposes, I highly recommend keeping everything in a binder with tabs for each section and subsection.
- For FBA/BIP Part A, Part B, and Part C, prepare a report using the outline and data below. With each submitted part, be sure revisions of the previous part are complete. See syllabus for additional instructions.

		Points
Part A		
I. Introduction	A. Identifying Information (student name [pseudonym], date of report, date of birth, age, school [pseudonym], grade, teacher [pseudonym], clinician [you]) – include a copy of the signed consent form B. Background Information (describe student’s relevant behavioral and academic history)	3
II. Reason for Referral – Identify reported interfering behavior(s) and include operational definition of behavior(s) – see Sakai document re: operational definitions. Also include an operationalized behavioral goal.		3
III. Methods/Results of Functional Behavioral Assessment	A. Record Review B. Review of Behavior Logs/Discipline Report C. Interviews (teacher, student, parent, others) – be sure to directly inquire about the interfering behavior. Teacher and student interview are required; parent interview is optional. See FBA resources in Announcements on Sakai and Practical FBA book. D. Direct Behavioral Observations 1. At least 3 ABCs – include chart and a description in the report narrative 2. Consider additional methods such as scatter plot(s), etc. 3. Remember the importance of also collecting additional data, especially ABC data, from settings where the interfering behavior does not occur. E. Include copies of all assessment data (e.g., interviews, observation notes and forms, curriculum-based probes, checklists, rating scales, etc.). Relevant report sections will not be graded if copies of the corresponding data are not included.	8
At the conclusion of Part A, write 1-2 paragraphs describing your decision-making process in behavioral terms.		
Part B [plus revised I-III]		
IV. Additional Behavioral Observations	A. At least 3 additional data points obtained through an observation method appropriate to the interfering behavior – include chart and a description in the report narrative. B. Other Relevant Assessments (e.g., curriculum-based probes, checklists, rating scales) – OPTIONAL C. Include copies of all assessment data (e.g., interviews, observation notes and forms, curriculum-based probes, checklists, rating scales, etc.). Relevant report sections will not be graded if copies of the corresponding data are not included.	4
V. Hypothesized Function of Behavior	A. Hypothesis Statement(s) - include examples of how setting event, antecedent, individual, and consequence variables influence the occurrence of interfering behaviors; indicate when and under what circumstances the behavior is likely to occur, as well as when it is less /un-likely to occur B. Clear indication of the hypothesized function of the behavior	8
At the conclusion of Part B, write 1-2 paragraphs describing your decision-making process in behavioral terms.		
Part C [plus revised I-V]		
VI. Positive Behavior Support Plans	A. Competing behavior pathway for each interfering behavior (figure) and /or function B. Recommended interventions are clearly linked to hypotheses C. Recommendations for intervention at all points (e.g., setting events, antecedents, consequences) – described in report narrative, as well D. Tool to track replacement behavior (may consider DBRs) – include narrative description and copy	9
At the conclusion of Part C, write 1-2 paragraphs describing your decision-making process in behavioral terms.		
Total Points Possible		35