



**PREVENTION, ASSESSMENT, AND INTERVENTION: BEHAVIOR**  
**CIEP 482 - Section 001 & 002**  
**Spring 2020**

**Instructor Information**

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Time: Thursdays 10:00-12:30 pm

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**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.

**SMART Evaluations**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Evaluation objectives for this course include:**

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
4. Learning to apply knowledge and skills to benefit others or serve the public good
5. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

#### 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.

#### SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

### 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* (6<sup>th</sup> ed.). Boston, MA: Cengage Learning. ISBN: 978-1-305-10939-1.
2. O’Neill, R.E., & Albin, R.W. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3<sup>rd</sup> ed.). Stamford, CT: Cengage Learning. ISBN-13: 978-1285734828
3. Additional assigned readings will be available through the Sakai course page or the Loyola Water Tower Library course reserves.
  - Steege, M.W., & Watson, T.S. Legal aspects of functional behavioral assessment. In *Conducting School-Based Functional Behavioral Assessments, 2<sup>nd</sup> Edition*. New York, NY: The Guilford Press.
  - Iovannone, R., Anderson, C., & Scott, T. (2017). Understanding setting events: What they are and how to identify them. *Beyond Behavior, 26*, 105-112.
  - Steege, M.W., & Scheib, M.A. (2014). Best practices in conducting functional behavioral assessments. In P.L. Harrison and A. Thomas (Eds.), *Best Practices in School Psychology: Data-Based and Collaborative Decision Making* (pp. 273-286). Bethesda, MD: NASP.
  - Cipani, E. (2017). Functional behavior assessment: She is just being stubborn! *Communique, 47*(2), 1, 32-34.
  - Wood, B.K., Oakes, W.P., Fettig, A., & Lane, K.L. (2015). A review of the evidence base of functional assessment-based interventions for young students using one systematic approach. *Behavioral Disorders, 40*(4), 230 – 250.
  - 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.
  - 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.
  - 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.
  - 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.
  - Owens, J.S., Holdaway, A.S., Zoromski, A.K., Evans, S.W., Himawan, L.K., Girio-Herrera, E., & Murphy, C.E. (2012). Incremental benefits of a daily report card intervention over time for youth with disruptive behavior. *Behavior Therapy, 43*, 848 – 861.

- Smith, H.M., Evans-McCleon, T.N., Urbanski, B., & Justice, C. (2015). Check-In/Check-Out intervention with peer monitoring for a student with emotional-behavioral difficulties. *Journal of Counseling & Development, 93*, 451 – 459.
- Schulze, M.A. (May/June 2016). Self-management strategies to support students with ASD. *TEACHING Exceptional Children, 225* – 231.
- 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](http://www.pbismaryland.org/Presentations/.../Procedures%20&%20Manualdoc.doc)

### Course Assignments

**Late Assignments:** Assignments must be completed on time and submitted by 10am on the dates noted. If you miss this deadline, you will lose 5 percentage 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 grade of 90%).

**APA Style:** 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> or 7<sup>th</sup> edition. **No title pages or page headers are needed for course assignments.** Please submit all written materials in Word document format (not pdf).

**Electronic File Naming:** When you submit electronic assignments (e.g. via email or Sakai) please follow this file naming procedure: LAST NAME\_assignment title. For example, when submitting the final FBA project, I would name it: MAYWORM\_FBABIPFinalProject. If it is a group assignment and only one copy is being submitted, you only need to include the last name of one team member. Failure to follow these directions may result in loss of points on the assignment.

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

### **Mid-Term Exam: 20%**

The field of behavior assessment and intervention, particularly applied behavior analysis, involves terminology, theories, and approaches that are important for students in school psychology to memorize, understand, and then be able to apply in their work in schools. I have found that students learn this material best if they are required to test their knowledge through a multiple choice and short answer exam. This will then serve as the foundation for the applied work that will be done throughout the second half of the semester. The exam will take place remotely via Sakai and will include multiple choice and short answer questions. All content from readings and lectures assigned in the weeks prior to the exam may be included on the exam. The exam will have a time limit and must be completed independently.

### **Teach-In: Behavior Interventions: 20%**

In teams, you will conduct a teach-in (or class presentation) of a specific behavior change procedure noted on the course schedule below. The teach-in will last between 30 - 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. This presentation should include a mix of lecture, experiential activities, and

case studies/applied examples. 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 (IBC) Project: 20%**

Throughout the semester, you will apply behavioral assessment and modification principles to change your own behavior and will prepare a poster presentation documenting your plan, process, and progress. Poster presentations will be presented at a class-wide “conference” that will occur during finals week. 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 Report: 40%**

In teams, you will conduct a FBA/BIP in a school setting. You and your partner may complete the FBA/BIP with the same student with whom you are conducting your academic assessment/intervention project (if they have an identified behavioral concern), or you may elect to choose a new student. All student referrals must be approved by me and guardian consent must be obtained before beginning.

Your assessment and report 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 original data (e.g., observation forms, interviews, rating scales) in an organized binder. 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 based on the hypothesized function of the behaviors, and describes your decision-making process in behavioral terms.

This assignment will be completed in three parts.

1. You will first complete Part A.
2. Once you receive feedback from me, you will then revise/update Part A and complete Part B. This resubmission *must include the marked-up document* (track changes) on which I made edits.
3. Once you receive feedback from me, you will then revise/update Part A and B and then complete Part C. This will be your final version (i.e., you will not receive any formal feedback on Part C before it is submitted).

After receiving feedback, you will also create a brief report for the school that will include:

- The BIP full behavior pathway/intervention chart
- A written summary of: operational definition of behavior, assessment methods (list of assessment/observations and dates), hypothesis statement, behavioral goal, description of each intervention suggestion, progress monitoring plan, and any materials needed to implement the plan (i.e., charts, progress monitoring tools, directions, worksheets).

You will share the plan with the teacher and/or school administrator at the end of the year.

This assignment must be submitted in class via Sakai (all parts) and on **LiveText** (final graded paper with rubric only). Partners will rate each other anonymously on their relative contributions to the project and collaboration skills. This will be factored into each individual’s grade on the class assignment.

**NOTE:** You must have parent consent prior to beginning any assessment procedures (i.e., review of records, interviews, observations).

## Grade Breakdown

Midterm Exam:	20 points
Teach-In:	20 points
Individual Behavior Change Project:	20 points
FBA/BIP Final Report:	40 points
<b>Total Points:</b>	<b>100 points</b>

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+
60.0-66.9	60-66	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 by Monday if you email me on the weekend. I am also usually on campus in my office on Tuesdays and Thursdays (Lewis Towers 1147) and you are welcome to try to find me there. I am always available to meet one-on-one or with a group; please email me to set-up an appointment. 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. Three or more unexcused absences will result in failure.

**Class Participation:** 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 is more than talking in class. Participation means allowing oneself to become engaged in the learning process. If you are not participating appropriately in class, this may be reflected in your disposition ratings for the course, grades for partner-based assignments, and/or final grade for the course.

**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/ethnic, homophobic, etc.) 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](mailto: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**

<b>Week</b>	<b>Date</b>	<b>Class Topic</b>	<b>Readings Due</b>	<b>Assignments Due</b>
1	1/16	Course Overview  Introduction to Key Behavior Analysis Concepts	<ul style="list-style-type: none"> <li>Syllabus</li> </ul>	
2	1/23	Identification & Operationalization of Behavior  Introduction to Respondent and Operant Conditioning  Report Writing 101	<ul style="list-style-type: none"> <li>Miltenberger Ch.1 &amp; 8</li> <li>Read sample FBA-BIP report on Sakai and come prepared with any questions</li> </ul>	Purchase/attain a three-ring binder and organize tabs to keep all FBA data (with your group)
3	1/30	Functional Behavior Assessment I: Indirect Methods & Baseline Data <ul style="list-style-type: none"> <li>Record review</li> <li>Interviews</li> <li>Baseline data</li> </ul>	<ul style="list-style-type: none"> <li>Miltenberger Ch. 2-3</li> <li>O’Neill et al. Ch 1 &amp; Ch. 2 [pp. 13-40 only]</li> <li>Steege &amp; Watson Ch. 3 (on Sakai)</li> </ul>	<i>Select individual behavior change (IBC) target behavior &amp; operationally define (bring to class)</i>
4	2/6	Behavior & Impact of Consequences: Reinforcement & Punishment	<ul style="list-style-type: none"> <li>Miltenberger Ch. 4 &amp; 6</li> </ul>	
5	2/13	Behavior & Impact of Setting Events/Motivating Operations, & Antecedents/Stimulus Control	<ul style="list-style-type: none"> <li>Miltenberger Ch. 7</li> <li>Iovannone et al. (2017)</li> </ul>	<i>IBC baseline data due (bring to class)</i>
6	2/20	<b><i>No class meeting – NASP Convention</i></b>	None	<b>Mid-term Exam (completed on Sakai)</b>
7	2/27	Functional Behavior Assessment II: ABC Observations & Functional Analysis	<ul style="list-style-type: none"> <li>Miltenberger Ch. 13</li> <li>BP DBDM Ch. 18</li> <li>O’Neill et al. Ch. 2 [pp.40-65]</li> </ul>	<b><i>FBA/BIP Part A</i></b>
8	3/5	<b><i>No class meeting – Spring Break</i></b>		
9	3/12	Analyzing Data & Developing Hypotheses: <ul style="list-style-type: none"> <li>What is the Function of the Behavior?</li> <li>Skill &amp; Performance Deficits</li> </ul>	<ul style="list-style-type: none"> <li>O’Neill et al. Ch. 3</li> <li>Cipani (2017)</li> </ul>	

		• SMART Goals		
10	3/19	Function-Based Interventions  Behavior Intervention Plans & Competing Behavior Pathways	<ul style="list-style-type: none"> <li>• O'Neill et al. Ch 4 &amp; 5</li> <li>• Wood et al. (2015)</li> <li>• Handout: Function-Based Intervention Strategies</li> </ul>	<i>IBC hypothesis statement &amp; goal due (bring to class)</i>
11	3/26	Intervention (Performance Deficit): Extinction & Differential Reinforcement	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 5 &amp; 14-15</li> <li>• Janey et al. (2012)</li> </ul>	
12	4/2	Intervention (Skill Deficit): Shaping & Chaining (#1), Prompting/Fading, & Behavioral Skills Training (#2)	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 9-12</li> <li>• Facon et al. (2008)</li> <li>• Hogan et al (2015)</li> </ul>	<b>Teach-In 1 &amp; 2</b>  <b>FBA/BIP Part B</b>  <i>IBC reinforcement intervention data due (bring to class)</i>
13	4/9	Intervention: Antecedent Control and Generalization, Punishment/Response Cost, & Time Out (#3)	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 16-19</li> <li>• Donaldson et al (2013)</li> </ul>	<b>Teach-In 3</b>
14	4/16	Intervention: Behavioral Contracts & Behavior Report Cards (#4), Check-In/Check Out (#5), & Self-Management	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 20 &amp; 23</li> <li>• Owens et al (2012)</li> <li>• Smith et al (2015)</li> <li>• Schulze (2016)</li> </ul>	<b>Teach-In 4 &amp; 5</b>  <i>IBC antecedent intervention data due (bring to class)</i>
15	4/23	Classwide Intervention: Token Economy (#6), Good Behavior Game (#7) & Mystery Motivator (#8)	<ul style="list-style-type: none"> <li>• Miltenberger Ch. 22</li> <li>• Maggin et al. (2011)</li> <li>• Mitchell et al (2015)</li> <li>• Robichaux &amp; Gresham (2014)</li> <li>• Anderson &amp; Rodriguez (GBG Manual)</li> </ul>	<b>Teach-In 6, 7, &amp; 8</b>  <b>Complete FBA/BIP Due (A, B, C)</b>
16	4/30	Finals Week: Individual Behavior Change Poster Conference	None	<b>Individual Behavior Change Project Due</b>

**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

**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/](http://www.luc.edu/education/syllabus-addendum/)

**Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.

### Grading Rubric: Individual Behavior Change Project

You will prepare a poster presentation (i.e., on a poster board) that addresses all of the required areas below and submit this presentation during finals week. You will then present your poster during a classwide “poster presentation conference.”

Section	Required Content for Full Credit	Possible Points
Operational Definition	<ul style="list-style-type: none"> <li>State the behavior you are aiming to change and provide a rationale for changing it.</li> <li>Operationally define the interfering behavior in clear and measurable terms.</li> </ul>	2
Baseline Data	<ul style="list-style-type: none"> <li>State the direct behavioral observation method you chose to collect baseline data and your rationale for choosing it.</li> <li>Present a chart/figure of baseline data with at least 6 data points. Be sure to clearly label the chart and the axes.</li> </ul>	2
Hypothesis Statement & Goal	<ul style="list-style-type: none"> <li>State a hypothesized function of your behavior which is informed by data collected and other observations.</li> <li>Operationally define your behavioral goal, including the time frame for reaching the goal (written as a SMART goal).</li> </ul>	2
Review of the Literature	<ul style="list-style-type: none"> <li>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.</li> <li>Cite the peer-reviewed articles in APA style (and include a reference section at the end).</li> </ul>	2
Modification of Consequences	<ul style="list-style-type: none"> <li>Describe your behavior modification plan that incorporated changes/manipulation to consequences. This could include: reinforcement, extinction or punishment. Discuss the different behavior modification factors and strategies you considered and provide a rationale why you selected the approach you did (i.e., was it informed by your hypothesized function?)</li> </ul>	3
Modification of Antecedents and/or Setting Events	<ul style="list-style-type: none"> <li>Describe your behavior modification plan that incorporated changes/manipulation to antecedents and/or setting events. Discuss the different behavior modification factors and strategies you considered and provide a rationale for why you selected the approach you did.</li> </ul>	3
Progress Monitoring Data	<ul style="list-style-type: none"> <li>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.</li> <li>When each intervention/behavior modification strategy was implemented and discontinued should be clearly indicated.</li> <li>Summarize the results and draw conclusions about the effectiveness of the strategies implemented.</li> </ul>	2
Conclusion	<ul style="list-style-type: none"> <li>Identify the strengths and barriers to your behavior modification plan.</li> <li>Using your knowledge of behavior modification principles, describe how your plan may be modified to optimize outcomes.</li> <li>Using your knowledge of behavior modification principles, describe a plan for maintenance of your new behavior.</li> </ul>	3
Feedback to Partner	<ul style="list-style-type: none"> <li>On 5 required dates (see syllabus), you will receive and give feedback to your partner on specific steps within their behavior change project. You must send your partner the portion of the assignment that is due before class begins. In class, time will be allotted to review each other’s work and provide constructive feedback, as well as brainstorm ideas.</li> </ul>	1
<b>Total Points</b>		<b>20</b>

**Grading Rubric: Teach-In - Behavior Change Procedures**

<b>Area</b>	<b>Description of Full Credit</b>	<b>Possible Points</b>
Overview of Behavior Change Intervention/Procedure	Presentation provides a comprehensive and accurate overview of the behavior change procedure/intervention and its application to work in schools.	6
Review of Research Literature	The research literature pertaining to the specific intervention/procedure is reviewed briefly. At least 2-3 articles/studies are discussed.	2
Applied Examples	Presentation includes applied examples of how the behavior change procedure/intervention 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 entirely off of slides.	4
Partner Feedback on Relative Contributions	All partners rate the individual being graded as contributing at or above expectations.	2
<b>Total Points</b>		<b>20</b>

### Grading Rubric for Course: FBA-BIP Report

Section	Description	Points Possible
<b>Part A</b>		<b>8</b>
Identifying Information	Include student name [pseudonym], date of report, date of assessments, date of birth, school [pseudonym], grade, teacher [pseudonym], evaluator [you]	0.5
Reason for Referral	A brief description of the reason for referral for a FBA is provided.	0.5
Assessments Used	A list of all assessments and assessment methods is provided.	0.5
Operational Definition	An accurate operational definition of the interfering behavior is provided. This definition could be used by anyone to accurately identify the behavior of focus.	1
Baseline Data	Description of methods for collecting baseline data on the frequency, intensity, and/or duration of identified interfering behavior. Data presented in a chart/graph (with labeling of axes and chart). At least 3 data points (preferably 4-6), on at least 2 different days, should be recorded. A brief written summary of baseline data is included.	2
Indirect: Review of Records	Review relevant student records (e.g., cumulative file, discipline and attendance records, test scores, teacher files/homework/tests, previous assessments, medical records) and write-up a summary of relevant information, including family, developmental medical, school, and social history.	1.5
Indirect: Interviews/Rating Scales	Conduct an interview with the teacher and student (at a minimum) and provide a written summary of the content from the interview relevant to the FBA. Optional: complete behavior ratings scales and/or additional interviews (parent(s), school staff, additional teachers).	2
<b>Part B</b>		<b>17</b>
A-B-C Observations	A minimum of 3 A-B-C observations are completed accurately. Each observation setting is described, A-B-C is described in objective terms, and a written summary of the observation is provided.	3.5
Additional Observation Methods	A minimum of 3 additional observations are conducted that are appropriate for better understanding the identified behavior of interest. Graphs/charts/tables are used to present the data and a brief summary of each assessment method, setting of observation, and summary is provided.	3.5
Summary of Findings	Between the A-B-C and additional observations, the interfering behavior should be identified a minimum of 15-20 times. Observations should occur over a minimum of 7 different days. A summary of the overall findings should be provided, including: (1) general impressions of the behavior, (2) potentially relevant ecological and setting events that make problem behavior more or less likely, (3) immediate antecedents that predict the occurrence or nonoccurrence of the behavior, and (4) maintaining consequences for the behavior.	5
Hypothesis Statement	An accurate hypothesis statement describing the hypothesized function of the interfering behavior is provided. Impressions of whether the behavior is a skill and/or performance deficit and rationale is also provided.	2.5
Brief Behavior Pathway	Summary statements about the function(s) of the interfering behavior is presented using the competing behavior pathway model. If multiple functions are identified, then all functions should be presented.	2.5
<b>Part C</b>		<b>10</b>
Full behavior pathway/intervention chart	Develop a behavior intervention plan that links the identified function of the behavior, ecological factors, setting events, and antecedents to appropriate interventions that are feasible and appropriate for the student, family, teacher, support staff, and school. This should be presented visually in a behavior pathway chart (see example on Sakai).	3

Measurable Goal	Provide a feasible and measurable (SMART) goal for the student's interfering behavior and/or replacement behavior.	1
Intervention Recs: Setting/Individual Factors	Provide appropriate, individualized recommendations for addressing setting events/individual factors impacting the presence of the interfering behavior. If you recommend specific tools/charts etc., then these should be provided in the appendices.	1
Intervention Recs: Antecedents	Provide appropriate, individualized recommendations for addressing immediate antecedents impacting the presence of the interfering behavior. If you recommend specific tools/charts etc., then these should be provided in the appendices.	1.5
Intervention Recs: Behavior	Provide appropriate, individualized recommendations for addressing behaviors that need to be taught, modeled, practiced or generalized (i.e., alternative and replacement behaviors). If you recommend specific tools/charts etc., then these should be provided in the appendices.	1
Intervention Recs: Consequences	Provide appropriate, individualized recommendations for addressing maintaining consequences of the interfering behavior. If you recommend specific tools/charts etc., then these should be provided in the appendices.	1.5
Progress Monitoring Tool	Describe and provide an example of a progress monitoring tool that can be used to track the interfering behavior (and/or alternative/replacement behaviors) to determine if the intervention is working.	1
<b>Other</b>		<b>5</b>
Formatting and Appearance	The formatting and appearance of the report should be professional, organized, and consistent.	1.5
Writing Quality	Writing quality is very important. Your writing should be clear and succinct. You should use person-first language and include positive, strengths-based language. Few grammatical/typing errors should be present.	2
Partner Feedback	You will receive feedback from your partner(s) regarding your collaboration, participation, and quality of work. This will be factored into your individual final grade.	1
Inclusion of Signed Consent Form and all Raw Data	You must provide me with a copy of the signed consent form (or email from principal/teacher indicating consent was received). You also must provide me with all raw data (e.g., interview forms, data collection sheets) and provide these to me in an organized binder.	0.5
<b>Total</b>		<b>40</b>

**Portfolio Assignment Rubric: Functional Behavior Assessment**

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Procedure	Teacher and student interview completed, with one or more additional interviews (parent(s), additional school staff). More than 6 behavioral observations conducted, using at least 2 different observation methods. At least 3 of the 6 observations are ABC observations.	Teacher and student interview completed. 6 behavioral observations conducted, using at least 2 different observation methods. At least 3 of the 6 observations are ABC observations.	Teacher and student interview completed. Fewer than 6 behavioral observations conducted, using at least 2 different observation methods. At least 2 of the observations are ABC observations.	Missing a teacher and/or student interview. Fewer than 4 behavioral observations and/or only one observation method used.
Operational Definition of Interfering Behavior	A clear operational definition of the interfering behavior is provided. Definition would allow anyone to identify the interfering behavior accurately and consistently.	A clear operational definition of the interfering behavior is provided.	The interfering behavior is identified, but not clearly defined.	The interfering behavior is not identified.
Baseline	Current levels of behavior occurrence are described and reported on a graph with at least 3 data points.	Current levels of behavior occurrence are described with at least 3 data points.	Current levels of behavior occurrence are described.	Current levels of occurrence are not presented.
Antecedents	Specifically identify and consider discriminative stimuli and motivating operations. Antecedents identified are accurate based on collected data.	Generally identify and consider the antecedents for the behavior. Antecedents identified are accurate based on collected data.	Some mention of the antecedents of the behavior, but they are not labeled as antecedents and/or are inaccurate based on collected data.	Antecedents are not identified or considered.
Individual Variables	Specifically identify and consider mediating individual variables and behavior deficits. Identified variables are accurate based on collected data.	Generally identify and consider mediating individual variables and behavior deficits. Identified variables are accurate based on collected data.	Some mention of individual mediating variables and behavior deficits, but they are not labeled as such and/or are inaccurate based on collected data.	Individual variables and behavior deficits are not identified or considered.
Hypothesis	Hypothesis statement that is informed by the collected data and provides a clear indication of the hypothesized function(s) of the behavior. Exceeds expectations in terms of its accuracy, attention to detail, and clarity.	Hypothesis statement that is informed by the collected data and provides a clear indication of the hypothesized function(s) of the behavior.	Hypothesis statement that provides an indication of the hypothesized function(s) 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 recommendation for intervention at all points. Recommendations are appropriate, informed by the data, and demonstrate great attention to the individual needs of the student/teacher/school.	Plan includes competing behavior pathway and recommendation for intervention at all points. Recommendations are appropriate and informed by the data.	Plan includes competing behavior pathway and recommendation for intervention at most points and/or recommendations are not informed by the data.	Plan is missing a competing behavior pathway and/or recommendation for intervention at most points.
Monitoring Plan	Tool to track replacement behavior is included and discussed. Tool is appropriate for	Method to track replacement behavior is discussed and is	Method to track replacement behavior is discussed but is inappropriate for the	No method to track replacement behavior is described.



	the behavior and intervention recommendations.	appropriate for the behavior and intervention recommendations.	behavior and/or intervention recommendations.	
Writing Quality	The report is well-organized and well-written and is free of spelling or grammatical errors.	The report is adequately organized and contains few spelling or grammatical errors that do not significantly interfere with understanding.	The report is not well organized OR contains numerous spelling or grammatical errors that significantly interfere with understanding.	The report is not well organized AND contains numerous spelling or grammatical errors AND/OR the errors significantly interfere with understanding.
Total Assessment	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.
	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard