



PREVENTION, ASSESSMENT, AND INTERVENTION: BEHAVIOR
CIEP 482 - Section 001 & 002
Spring 2021
Blended Course (Synchronous Sessions on Zoom)

Instructor Information

Professor: Ashley Mayworm, PhD
Campus Office: Lewis Towers, Room 1147
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Virtual Office Hours: Weds 1-3pm
Zoom Link: <https://luc.zoom.us/j/83276400472>
Meeting ID: 832 7640 0472

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Virtual Office Hours: Th 3-5pm
Zoom Link: <https://luc.zoom.us/j/8318846367>

Synchronous Class Sessions (Zoom): 1/21, 2/4, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15, 4/22
Class Time: **Thursdays 10:15-12:45 pm**
Classroom: <https://luc.zoom.us/j/81020094626>
Meeting ID: 810 2009 4626

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 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

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

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

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.

Commitment to Anti-Racist Pedagogy

As an educator and trainer of school psychologists, I am committed to engaging in anti-racist pedagogy. This means that I will be better, and support my students in being better, at the following tenets, as explained by Derman-sparks and Brunson-Phillips (1997):

1. Develop deeper self-knowledge about one’s racial and cultural identity, and how racism has shaped this identity.
2. Acquire a new information base about the role that race and racism play in various educational policies and practices.
3. De-center and extend empathy to increase one’s knowledge base about racially and culturally diverse groups.
4. Become activists to develop skills and competence to combat racial inequities in work, school, and community settings.

School of Education Commitment (COVID-19)

Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may

stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [*Cura Personalis*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

COVID-19 Reporting Protocol

In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

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. O'Neill, R.E., & Albin, R.W. (2015). *Functional assessment and program development for problem behavior: A practical handbook* (3rd 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, 2nd 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.
- Fong, E.H., Catagnus, R.M., Brodhead, M.T., Quigley, S., & Field, S. (2016). Developing the cultural awareness skills of behavior analysts. *Behavior Analysis in Practice*, 9, 84 – 94.
- Owens, J.S., Holdaway, A.S., Zoromski, A.K., Evans, S.W., Himawan, L.K., Giron-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

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, 7th 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.

Participation/Course Reflection Paper: 10%

Successful learning in this course depends greatly on student participation and preparation. You are expected to attend synchronous class sessions; complete readings and lectures 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. Additionally, you are required to complete a Course Self-Reflection (2-3 pages single-spaced, typed) that is due on the last class day. You will watch the pre-recorded course closing lecture and respond to prompts from the lecture in your reflection. This will be factored into your participation grade.

Exam: 25%

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 rest of the semester. The exam will take place remotely via Sakai and will include multiple choice, true false, matching, 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: 25%

In teams, you will conduct a teach-in (or class presentation) of a specific behavior intervention approach. Each team will prepare one 15–20-minute presentation (PowerPoint slides with audio or audio/video of presenters) that will be recorded and uploaded to Sakai. Your classmates will watch your pre-recorded presentation prior to class. Then, in class, your team will lead a 15-minute small group discussion (each team member will be assigned a small group of students to lead in a breakout room). The team will also submit a folder of resources relevant to their intervention, which will provide peers with practical resources and tools for when/if they use the intervention in their future work. 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.

FBA/BIP Final Report: 40%

In teams, you will conduct a hypothetical FBA/BIP. In the past, this assignment was completed with actual students in schools in the Chicago area. However, due to COVID-19 restrictions, you will instead practice these skills using hypothetical/case study data and information.

Your assessment and report will follow a Functional Behavioral Assessment model and incorporate FBA techniques to integrate 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. 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 two parts.

1. You will first complete Part A (Data Collection & Analysis).
2. Once you receive feedback from me/TA, you will then revise/update Part A and complete Part B (Behavior Support Plan). This will be your final version (i.e., you will not receive any formal feedback on Part B before it is submitted).

This assignment must be submitted via Sakai (all parts) and graded for the course. 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. Additionally, once the course is completed and you have passed the assignment based on the MED Portfolio rubric, you will also upload it to **LiveText** (final graded paper with completed rubric) for your MED Portfolio (due July 1).

Grade Breakdown

Participation/Course Reflection Paper:	10 points
Exam:	25 points
Teach-In:	25 points
FBA/BIP Final Report:	40 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+
60.0-66.9	60-66	D
<60.0	<60	F

Course Policies

Student Privacy: All synchronous class sessions will take place via Zoom. These classes will all be recorded for internal purposes only. This means that they will be recorded in case a student cannot attend live for any number of reasons. They will also be available to students upon request to revisit course content. They will not be shared with anyone who is not enrolled in course or serving as a lecturer or teaching assistant. All videos will be deleted at the end of the semester.

Communication Protocol: Email is the best way to reach me and your TA. We will make every effort to get back to you within 24 hours on weekdays and by Monday if you email us on the weekend. For questions related to course assignments, attendance, and any other general course questions, please reach out to the TA first. For personal questions, concerns about other students in the class, or anything else that you do not feel comfortable discussing with the TA, you may reach out to me first. Please use office hours with either the TA or me as a first option; if you can't make office hours or need a longer appointment please reach out to either the TA or me via email. 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/pre-recorded lectures and come to class ready to contribute. If you need to miss a class, please email the TA as soon as possible. We 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. Due to the online

nature of the course, you are not required to have your video on during synchronous sessions, but attendance will be evaluated via logging in, responding to prompts or questions, and participating in discussions. Three or more unexcused absences will result in failure.

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 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	Lecture/Readings Due	Assignments Due
1	1/21	Course Overview <u>Synchronous</u>	<ul style="list-style-type: none"> Syllabus 	
2	1/28	Module 1: Behaviorism Asynchronous		
3	2/4	Module 1: Behaviorism <u>Synchronous</u>	<ul style="list-style-type: none"> All Module 1 Recorded Lectures Completed Miltenberger Ch. 1, 4-8 Iovannone et al. (2017) 	<i>Submit questions about exam/module 1 content 3 days prior to class to TA</i>
4	2/11	No Class – Break #1		
5	2/18	Module 2: FBA Process <u>Asynchronous</u>		<u>EXAM</u> (taken during course hours through Sakai) <i>Work on Vanderbilt module</i>
6	2/25	Module 2: FBA Process <u>Asynchronous</u>		<i>Work on Vanderbilt module</i>
7	3/4	Module 2: FBA Process <u>Synchronous</u>	<ul style="list-style-type: none"> All Module 2 Recorded Lectures Completed Miltenberger Ch. 2-3, 13 O’Neill et al. Ch 1 -3 Steege & Watson Ch. 3 (on Sakai) Steege & Scheib (2014) Cipani (2017) 	Module 2: Vanderbilt Module Complete
8	3/11	Module 3: Practicing the FBA Process <ul style="list-style-type: none"> Record reviews Interviews Rating Scales <u>Synchronous</u>	<ul style="list-style-type: none"> Review example FBA/BIP Report Review FBA/BIP report Checklist 	<i>Work with groups on FBA Report</i> <i>Work on Vanderbilt modules</i>
9	3/18	Module 3: Practicing the FBA Process <ul style="list-style-type: none"> Observational Data, ABC Observations <u>Synchronous</u>		<i>Work with groups on FBA Report</i> <i>Work on Vanderbilt modules</i>
10	3/25	Module 3: Practicing the FBA Process		<i>Work with groups on FBA Report</i>

		<ul style="list-style-type: none"> Analyzing Data and Developing Hypotheses <p><u>Synchronous</u></p>		Module 3: Vanderbilt Modules Complete
11	4/1	<p>Module 4: Creating BSPs</p> <ul style="list-style-type: none"> Function-Based Intervention Strategies Applying Extinction, DRO, Antecedent Control <p><u>Asynchronous</u></p>	<ul style="list-style-type: none"> Module 4 Recorded Lectures Complete O’Neil et al. Ch 4-5 Miltenberger Ch. 14-16 Wood et al (2015) Fong et al. (2016) 	<p>Draft 1 of FBA Report Part A with Self and Peer Completion Checklist</p> <p><i>Teach-In Groups #1-3: Lectures and resource folders due</i></p>
12	4/8	<p>Module 5: Behavioral Intervention</p> <p>Establishing New Behaviors (Skill Deficits)</p> <ul style="list-style-type: none"> 1- Shaping & Chaining 2 – Behavioral Skills Training 3– Promoting Generalization <p><u>Synchronous</u></p>	<ul style="list-style-type: none"> Module 5 Recorded Lecture Complete Watch Peer Videos 1-3 Miltenberger Ch. 9-12, 19 	<p>Class Discussion: Groups 1-3</p> <p><i>Teach-In Groups #4-7: Lectures and resource folders due</i></p> <p><i>Schedule time for group work on FBA/BSP report</i></p>
13	4/15	<p>Module 5: Behavioral Intervention</p> <p>Increasing/Decreasing Behaviors (Performance Deficits)</p> <ul style="list-style-type: none"> 4– Behavioral Contracts & Report Cards 5– Check-In/Check-Out (CICO) 6- Self-Management 7- Time Out & Response Cost <p><u>Synchronous</u></p>	<ul style="list-style-type: none"> Watch Peer Videos 4-7 Miltenberger Ch. 17, 18, 20 & 23 Owens et al (2012) Smith et al (2015) Schulze (2016) 	<p>Class Discussion: Groups 4-7</p> <p><i>Teach-In Groups #8-9: Lectures and resource folders due</i></p> <p><i>Schedule time for group work on FBA/BSP report</i></p>

14	4/22	<p>Module 5: Behavioral Intervention</p> <p>Class-wide Interventions</p> <ul style="list-style-type: none"> • 8– Token Economies & Mystery Motivator • 9– Good Behavior Game <p><u>Synchronous</u></p>	<ul style="list-style-type: none"> • Watch Peer Videos 8-9 • Miltenberger Ch. 22 • Maggin et al. (2011) • Mitchell et al (2015) • Robichaux & Gresham (2014) Anderson & Rodriquez (GBG Manual) 	<p>Class Discussion: Groups 8-9</p> <p><i>Bring draft of FBA/BSP with questions to class</i></p> <p><i>Schedule time for group work on FBA/BSP report</i></p>
15	4/29	<p>Course Wrap-Up</p> <p><u>Asynchronous</u></p>	<ul style="list-style-type: none"> • Complete Course Closing Lecture 	<p>Final FBA/BSP Report with Self and Peer Completion Checklist</p> <p>Reflection Paper Due</p>

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.

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.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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, Digication 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](#).

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

Synchronous Class Sessions (Zoom): 1/21, 2/4, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15, 4/22

Class Time: **Thursdays 10:15-12:45 pm**

Classroom: <https://luc.zoom.us/j/81020094626>

Meeting ID: 810 2009 4626

***Student Participation**

Students are expected to complete all assigned asynchronous activities (readings, video lectures, activities) by the due dates noted in the syllabus. Students are responsible for their own pacing and completion of these activities. For synchronous sessions on Zoom, students are expected to attend all sessions (unless an excused absence is granted) and participate actively. Students are not required to turn on their videos, though this does often help with focus and participation. Students are required to respond to Zoom polls, participate in class discussions, answer teacher/student questions, and otherwise engage in synchronous sessions as they would if they were in-person. Students should refrain from engaging with other websites, electronics, etc. while in synchronous sessions.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. 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.

***Student Support**

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 [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***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. 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***.

Syllabus Addendum Link

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

Grading Rubric: Teach-In - Behavior Change Procedures

Criteria	Does Not Meet	Partially Meets	Meets Criteria	Strengths	Areas for Growth
Presentation Content					
(A) Presentation provides a comprehensive and accurate overview of the behavior change procedure/intervention and its application to work in schools.	0	2.5	5		
(B) The research literature pertaining to the specific intervention/procedure is reviewed briefly. At least 2 articles/studies are discussed.	0	1.5	3		
(C) Presentation includes applied examples of how the behavior change procedure/intervention would be applied in real life and in schools. It also uses creative, engaging activities (e.g., videos, case examples, sharing of resources) that enhance student learning of the material.	0	2	4		
Presentation Quality					
Presentation is 15-20 minutes long	0	1	2		
Presenters are well-prepared; power point slides are easy to read and visually appealing; presenters speak confidently and clearly; the recording audio is easy to hear/understand.	0	1.5	3		
Discussion Facilitation					
Enough discussion questions (at least 5) are developed to facilitate a discussion lasting approximately 15 minutes	0	1	2		
Discussion questions are thoughtful and engaging, facilitating robust discussion	0	1	2		
A folder of relevant and reputable resources (journal articles, websites, tutorials, materials for implementation of intervention) is prepared to help facilitate student learning.	0	1	2		
All partners rate the individual being graded as contributing at or above expectations.	-2	-	2		
Total Score (25 points)					

Grading Rubric for Course: FBA-BIP Report

Section	Description	Does Not Meet	Partially Meets	Meets Criteria	Strengths	Areas for Growth
Part A						
Identifying Information	Include student name [pseudonym], date of report, date of assessments, date of birth, school [pseudonym], grade, teacher [pseudonym], evaluator [you]	0	0.25	0.5		
Reason for Referral	A brief description of the reason for referral for a FBA is provided.	0	0.25	0.5		
Assessments Used	A list of all assessments and assessment methods is provided, with dates.	0	0.25	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.	0	0.5	1		
Baseline Data	You will be provided with raw baseline data and asked to interpret that data. You need to provide a description of methods for collecting baseline data on the frequency, intensity, and/or duration of identified interfering behavior. Data presented in an appropriate chart/graph (with labeling of axes and chart). A brief written summary of baseline data is included, which includes a summary of what was learned from the data.	0	1	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) as described in case study materials, and write-up a summary of relevant	0	0.75	1.5		

	information, including family, developmental, medical, school, and social history.					
Indirect: Interviews/Rating Scales	You will conduct a hypothetical interview with the teacher and student (one partner will “act” in each role while another partner(s) conducts the interview) and provide a written summary of the content from the interview relevant to the FBA. Optional: Select an appropriate rating scale and use hypothetical data from the rating scale within your report.	0	1	2		
A-B-C Observations	You will be provided with raw data from 3 hypothetical A-B-C observations. You will interpret the data provided and write a thorough summary of what is learned in terms of potential antecedents and consequences to the interfering behavior. You should also mention potential functions of the behavior based on ABC observational data.	0	2	4		
Summary of Findings	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. When needed/relevant information is missing, the evaluators must describe what information is unknown, why it is important to understand, and how they would go about collecting that information in the future.	0	2.5	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.	0	1.5	3		
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.	0	1.5	3		
Part 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).	0	1.5	3		
Measurable Goal	Provide a feasible and measurable (SMART) goal for the student's interfering behavior and/or replacement behavior.	0	0.5	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.	0	0.5	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	0	0.75	1.5		

	etc., then these should be provided in the appendices.					
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.	0	0.75	1.5		
Intervention Recs: Consequences	Provide appropriate, individualized recommendations for addressing maintaining consequences of the interfering behavior (e.g., extinction, DRO, reinforcement). If you recommend specific tools/charts etc., then these should be provided in the appendices.	0	0.75	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.	0	0.75	1.5		
Other						
Formatting and Appearance	The formatting and appearance of the report should be professional, organized, and consistent.	0	1	2		
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.	0	1	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.	-2	-	2		
Total (40 points)						

Portfolio Assignment Rubric: Functional Behavior Assessment

Adjustments Made for COVID-19

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
Procedure	A teacher and student interview are summarized accurately and clearly. 3 ABC observations are presented and interpreted accurately. All data are presented in an exceptional way, which demonstrates above expected level of insight and knowledge.	A teacher and student interview are summarized accurately and clearly. 3 ABC observations are presented and interpreted accurately and clearly.	A teacher and student interview are summarized accurately and clearly. Fewer than 3 ABC observations are presented, or interpretation and accuracy are incomplete or incorrect.	Missing one or more interviews and/or missing all ABC observations.
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 the behavior and intervention recommendations.	Method to track replacement behavior is discussed and is appropriate for the behavior and intervention recommendations.	Method to track replacement behavior is discussed but is inappropriate for the behavior and/or intervention recommendations.	No method to track replacement behavior is described.
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