

CEP 551
Behavioral Assessment and Interventions
Rhode Island College
Syllabus
Spring 2010

CEP 551 faculty fall 08 to fall 10			
	Eagle, John	Full time	Ph.D.

Course Description:

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems (*2010 course catalog*).

I. Purpose of Course

The purpose of this course is to introduce students to basic concepts and principles of behavior analysis as they relate to children and adolescents and as they have been derived from experimental research. Students will also become knowledgeable about evidence based interventions, based on the basic principles of behavior, for intervening on behalf of children in educational settings.

II. Course Objectives/Outcomes

A reflective approach to professional practice is emphasized through the following outcomes/objectives:

1. Students will understand the principles and applications of respondent and operant conditioning, observational learning, and cognitive-behavioral modification (NASP 2.4, 2.7; CACREP 3; CF Knowledge 1; CF Practice 1)
2. Students will use functional assessment of behavior as a broad process for gathering information to understand problem behavior and to develop positive behavior intervention plans (NASP 2.1, 2.3, 2.4, 2.5; CACREP 5; CF Knowledge 1,2,3; CF Practice 1,2,3)
3. Students will assess behavior using various types of observational methods (NASP 2.1, 2.9; CACREP 7; CF Knowledge 1,2; CF Practice 1,2)
4. Students will be introduced to constructing outcome measures using single-subject research designs (NASP 2.1., 2.9; CACREP 8; CF Knowledge 1,2; CF Practice 1,2)
5. Students will demonstrate competence in the use of an available word processing/data management software, and become acquainted with computer-assisted intervention strategies (NASP 2.1; CF Knowledge 2; CF Practice 2)
6. Students will consider the complexity of, and constraints in, behavioral assessment and intervention for students from diverse cultural and socioeconomic background and those with disabilities, focusing particularly on the ethical issues related to behavior management (NASP 2.5, 2.7, 2.8; CACREP 2; CF Knowledge 3,4; CF Practice 3,4).

III. Relationship of Course to the Professional Program

This course is an introduction to behavioral assessment and intervention strategies. Strategies based on respondent, operant, social learning, and cognitive/behavioral theories are reviewed. The role of functional assessment of behavior in developing behavioral intervention plans is emphasized. The course is open to students in the counseling and school psychology programs, and is considered the first half of their training in behavioral, social, and emotional assessment.

IV. Relationship to the Conceptual Framework of the Feinstein School of Education and Human Development

The guiding principle for all instruction at the Feinstein School of Education and Human Development (FSEHD) at Rhode Island College is the belief that the best professional decisions are made after adequate *reflection* and with the interests and welfare of the persons affected by the decision in mind. The course aims to provide a foundation for best professional practice by enhancing knowledge in behavior management, by providing theoretical and practical grounding in behavioral assessment and intervention strategies, by increasing sensitivity to quality of life and multicultural issues in behavior management, and by reflecting on the professional and social responsibilities associated with using behavior change technology.

V. Readings:

Primary Texts

Maag, J. W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd ed.). San Diego, CA: Singular Publishing Group, Inc.

Crone, D. A., & Horner, R. H. (2003). *Building positive behavior supports in schools: functional behavior assessment*. New York, NY: Guilford Press.

Other Readings

Rhode, G., Jenson, W., Reavis, H. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

See Appendix A below for a list of sources for additional readings. Additional readings may be added throughout the semester. Reserve readings will be available through BlackBoard.

VI. Course Requirements

Exams

There will be two exams administered throughout the course of the semester. They will consist of multiple item formats (e.g., true/false, fill-in-the-blank, multiple choice, and essay items) and will reflect the content from the seminars and readings. The first exam will cover the material presented prior to the exam date. The second exam will be comprehensive and cover the content of the course from the initial class. Each exam is worth 50 points (for a total of 100 points, 50% of the student's final grade). The Mid-term exam is scheduled for Wednesday, March 31 and the Final Exam will be held during the Final Exam period in May. A review for the Final Exam is scheduled to take place on the week prior to the exam date.

Behavior Support Project

Design, implement, and evaluate a reinforcement-based self-management program with yourself or a behavior management program for another person in a relevant setting (e.g., a student in a classroom if you are placed in a school and obtain parental permission) to increase a desired or decrease an undesired behavior (e.g., insomnia, nail biting, studying, exercising, reducing a student's disruptive behavior).

You should address the following issues when designing your program:

1. Write a behavioral objective for your program.
 - a. Define a target behavior in observable terms and identify the conditions and criteria for its occurrence.
 - b. Consider the range of conditions under which the target behavior occurs presently. Next, consider the range of conditions under which you want the target behavior to occur. Do you want the behavior to increase or decrease?
 - c. Write a summary statement and develop a competing behavior pathway model for the targeted behavior
2. Describe your data collection procedures. These will likely involve some type of self-cueing and self-recording for a self management plan. Be creative but realistic in your methods.
3. Design a program to increase or decrease the target behavior that makes use of naturally occurring reinforcers and if necessary instructional prompts. Be sure to measure reinforcer delivery during all conditions.
4. Choose an appropriate single-case experimental design to evaluate the effects of your program.
5. Implement the program in a manner that is consistent with your design and collect an adequate amount of data.
6. Discuss the results, or effectiveness, of the behavior support plan based on intervention development and implementation.
7. Discuss limitations of the behavior support plan and possible modifications.

You will turn in an 8-10 page paper discussing the behavioral support plan and results on **5/5**. Describe your program and results according to the guidelines handed out in class.

Be sure your paper adheres to APA style (6th ed.) conventions and that it is **double-spaced**. This paper will account for 30 points (15% of your total grade).

Behavioral Observation Assignment

Students are expected to complete behavioral observations of a student and write up a summary of the findings. Each student will observe a child in a classroom setting at least 2 observational periods, over 2 separate days. This assignment includes operationally defining the target behavior, selecting appropriate observational tools/systems, describing the observational setting and classroom activities, collecting appropriate observational data, and reporting findings in tables and narratives. This behavioral observation assignment will account for 30 points (15%) of your total grade).

Competing Behavior Pathways and Strategies Assignment

Students are expected to complete a competing behavior pathways model for a given scenario. Based on this scenario students will also write a summary statement for the function of behavior. Students will also identify potential intervention strategies for the proposed scenario. This assignment will account for 20 points (10%) of your total grade).

Attendance and Class Participation

Students are expected to attend class and to participate in class discussions and activities. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. Class participation and will account for 20 points (10% of the student's final grade).

Alignment of Course Requirements with...

Performance Assessment	Conceptual Framework	NASP Standard	Course Objectives
Attendance and Active Participation	Knowledge 4 Practice 4	2.10	1-6
Observation	Knowledge 1-2 Practice 1-2	2.1, 2.3, 2.4	3
Competing Behavioral Pathways	Knowledge 1-3 Practice 1-3	2.1, 2.3, 2.4	2,6
Behavior Support Project	Knowledge 1-3 Practice 1-3	2.1,2.9	1-5
Exams	Knowledge 1-4 Practice 1-4	2.1,2.3,2.4,2.9	1-6

Miscellaneous Policies

Students with Disabilities

Rhode Island College is committed to making reasonable efforts to assist students with documented disabilities. If you are seeking reasonable accommodations under the Americans with Disabilities Act, and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office in Craig-Lee Hall Room 127 (456-8061); TTY (via RI Relay) 1-800-745-5555). To receive accommodations, please obtain the proper forms from the Student Life Office and meet with your instructor at the beginning of the semester.

Background Criminal Investigation

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/fsehd/>

Academic Standards

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf

All assignments will adhere to APA style and follow English grammar and usage customs.

Electronic Correspondence and BlackBoard

In fall 2009, Rhode Island College adopted a policy stating that “RIC email accounts will be used as an official form of notification to RIC students.” This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly. Also, please check BlackBoard regularly for announcements, course information, assignments, and course documents. I reserve the right to expect contributions to the Discussion board as a part of your class participation. I will tell you when to do so and for which topics and/or readings I expect you to contribute to the Discussion board.

Late Assignments

Assignments submitted after the due date are subject to a 10% late penalty for each weekday they are late. After three days, the late assignment will **not** be accepted and the student will **not** receive any credit for the assignment.

Incomplete Policy

Incompletes (grades of "I") will be given only in the case of unavoidable medical emergencies, military service, hardship, or death in the immediate family. If you find yourself falling behind or not scoring well on assignments, you should seek assistance from the instructor or withdraw the course.

Grading

Course Requirements	Points	% of Course Grade
Observation	30	15%
Competing Pathways	20	10%
Behavior Support Project	30	15%
Exams	100	50%
Class Participation	20	10%
Total Points	200	100%

Final Grade Scale**

<u>Final Grade</u>	<u>Percent of Points</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
Etc.	
F	>60

****Final grades based on percentages**

VIII. Class Meeting Dates, Weekly Topics, and Reading Assignments

<u>Date</u>		<u>Topics</u>	<u>Text Readings</u>
1/24	1	Course Overview	
2/3	2	Introduction to behavior management Impediments to managing behavior	Maag 1 Maag 2 Crone & Horner 1,2
2/10	3	Origins of behavior management Basic principles of behavior management	Maag 3 Maag 4
2/17	4	Counting and recording behavior	Maag 5
2/24	5	Graphing behavior / Analyzing data Response to Intervention / Progress Monitoring	Maag 6 Crone & Horner 5
3/3	6	NASP Convention	
3/10	7	Functional assessment of behavior problems	Crone & Horner 3,4
3/17		SPRING BREAK	
3/24	8	Functional assessment of behavior problems (cont'd) Competing Pathways Assignment Due	Maag 7
3/31	9	Exam 1	
4/7	10	Techniques for increasing behavior	Maag 9 Selected Readings
4/14	11	Differential reinforcement	Maag 10 Selected Readings
4/21	12	Punishment Teaching self-management	Maag 11 Maag 12 Selected Readings
4/28	13	Promoting generalization System-wide approaches to modifying behavior	Maag 14 Selected Readings
5/5	14	Review Report Due	
TBA	15	Exam 2	

Appendix A

Additional Readings (Includes optional and required readings)

- Ray, K. P., Skinner, C. H., Watson, T. H. (1999). Transferring stimulus control via momentum to increase compliance in a student with autism: A demonstration of collaborative consultation. *School Psychology Review*, 28, 622-628.
- Wallace, M. A., Cox, E. A., & Skinner, C. H. (2003). Increasing independent seatwork: Breaking large assignments into smaller assignments and teaching a student with retardation to recruit reinforcement. *School Psychology Review*, 32, 132-142.
- Noell, G. H., Vanderheyden, A. M., Gatti, S. L., & Whitmarsh, E. L. (2001). Functional assessment of the effects of escape and attention on students' compliance during instruction. *School Psychology Quarterly*, 16, 253-269.
- Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30, 156-172.
- Doggett, R. A., Edwards, R. P., Moore, J. W., Tingstrom, D. H., & Wilczynski, S. M. (2001). An approach to functional assessment in general education classroom settings. *School Psychology review*, 30, 313-328.
- Phillips, E. L., Phillips, E. A., Fixsen, D. L., & Wolf, M. M. (1971). Achievement place: Modification of the behaviors of pre-delinquent boys within token economy. *Journal of Applied Behavior Analysis*, 4, 45-59.
- McCurdy, M., Skinner, C. H., Grantham, K., Watson, T. S., & Hindman, P. M. (2001). Increasing on-task behavior n an elementary student during mathematics seatwork by interspersing additional brief problems. *School Psychology Review*, 30, 23-32.
- Robinson, K. E., & Sheridan, S. M. (2000). Using the Mystery Motivator to improve child bedtime compliance. *Child and Family Behavior Therapy*, 22, 29-49.
- Moore, L. A., Waguespack, A. M., Wickstrom, K. F., Witt, J. C. et al (1994). Mystery motivator: An effective and time efficient intervention. *School Psychology Review*, 23, 106-118.
- Mcgoey, K. E., & DuPaul, G. J. (2000). Token reinforcement with response cost procedures: Reducing the disruptive behavior of preschool children with attention-deficit/hyperactivity disorder. *School Psychology Quarterly*, 15, 330-343.
- Porterfield, J. K., Herbert-Jackson, E., & Risley, T. R. (1976). Contingent observation: An effective and acceptable procedure for reducing disruptive behavior of young children in a group setting. *Journal of Applied Behavior Analysis*, 9, 55-64.
- Maag, J. W., Reid, R., & DiGangi, S. A. (1993). Differential effects of self-monitoring attention, accuracy, and productivity. *Journal of Applied Behavior Analysis*, 26, 329-344.
- Noell, G. H., Duhon, G. J., Gatti, S. L., & Connell, J. E. (2002). Consultation, follow-up, and implementation of behavior management interventions in general education. *School Psychology Review*, 31, 217-234.