



SPSY 530 Summer 2021

Behavior Change in Schools

Lewis & Clark College, Graduate School of Education and Counseling

Instructor:	Allison W Watkins (Blakely), Ph.D. (Adjunct)
Class Day and Time:	Tuesdays & Thursdays 5/11/21 to 6/24/21 5:00pm - 8:00pm
Class Location:	Zoom
Office Location:	NA
Office Hours:	By appointment
Phone:	N/A
Email:	awatkins@lclark.edu (preferred method of communication)

Course Description: Study of practices to help students develop more productive behaviors. Emphasis on behavior change procedures, procedures for completing a functional behavior assessment (FBA) and a behavior intervention plan (BIP), and research-based interventions for behavior change in schools.

Credits: 3 semester hours

Required text:

- Kazdin, A. E. (2013). *Behavior modification in applied settings* (7th ed.). Illinois: Waveland Press.

Supplementary Text:

- O'Neill, R.E, Albin, R.W., Storey, K., Horner, R.H., & Sprague, J.R. (2015). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook, 3rd edition* Stamford, CT: Centage Learning (ISBN: 9781285734828)

This course will be entirely *remote* with synchronous class meeting times that include live engagement during the scheduled meeting times. Students will be expected to attend regularly scheduled class times on-line via Zoom and will be expected to participate during class time by answering questions, engaging in discussions, and completing class activities. **Students should NEVER record or publicly share content from the course without permission from the instructor.** Students must have access to a computer with an internet connection, use e-mail, Google suite, a web browser, and Adobe Reader and be able to download files.

The main learning platforms for this class will include Moodle and Zoom. Moodle will be used as the primary course site and is where students will access learning modules and all course materials. Log in to

moodle.lclark.edu using your Lewis & Clark ID to access our class. Zoom will be used for synchronous class sessions. A link to the class meeting on Zoom will be provided in Moodle.

If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at ITservice@lclark.edu or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back. For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

Course Goal: Upon completion of this course, students will understand the basics of the behavioral change process in schools.

Course Objectives:

- The student will demonstrate an understanding of operant conditioning through a study of antecedents, behaviors, and consequences. *NASP Domains: 1, 4*
- The student will be able to operationally define a problem behavior and choose an appropriate observation method. *NASP Domains: 1, 2, 4, 9*
- The student will demonstrate an understanding of intervention practices, accommodations, and recommendations for children with behavior problems. *NASP Domains: 4, 5, 6*
- The student will demonstrate an understanding of functional behavioral assessment (FBA) and behavior plans in schools. *NASP Domains: 4*
- The student will design and implement a behavior change plan. *NASP Domains: 1, 4*

Course Activities: All course activities are designed to promote your mastery of useful knowledge, skills, and ability to think critically with regards to the previously described course goal and objectives. **All course assignments are to be submitted on Moodle, unless otherwise indicated.**

- Readings – Course readings will come from the course text and articles/chapters posted on Moodle or available through the library. Assigned readings will be the foundation for class discussions and to demonstrate learning on content-based quiz questions.
- Participation – Students will complete in class assignments (short answer, discussion posts, group assignments) related to the course content. These assignments will be used to build your skills towards your final projects. A final participation grade will be based on the assigned
- Quizzes (100 points) – Two 50-point quizzes will be scheduled; one on June 3 and one June 24. The quiz will be given via google forms. Make up quizzes will not be scheduled in case of emergency and should be pre-arranged if possible. Questions will consist of multiple-choice, short answer and true/false. Test questions will be generated from material covered in class, assigned readings, and discussions.
 - Lecture: The quiz may contain information from lecture materials and will not be covered in a text. Thus, students should attend each class and retain the information in the best way that works for the student's learning style (i.e., notes, structured notes, study group).
 - Text and journal articles: Some quiz questions will be based on material in the text and articles. You are responsible for the information in assigned readings.
- Behavior Change Project (50 points) – (Shortened version from text)
 - Each student will complete a behavior change project, which will involve selecting a participant and behavior, getting consent, assessing the behavior, developing an

intervention, and evaluating the intervention. Each student will complete a write-up of the project that includes an introduction, methods, results, and action plan.

- Write-ups will be no more than 5 pages in length (12 pt, double spaced, times new roman or Calibri font, APA style). A Behavior Change Project rubric on Moodle will be available by week three for more information and will be due on June 24.
- FBA Summary and Comprehensive BSP/BIP Summary Report (50 points)
 - You will synthesize information from the course to develop a summary report and delineate a behavior support plan. You will be provided with information from a case study which will be provided by June 10, 2021.

Student Engagement Expectations and Evaluation Information:

Activity	Description	
Attendance	You are expected to attend each class period. Failure to attend class will result in less participation points and possibly gaps in learning, which will be essential to completing the final projects.	NA
Readings	Readings will be assigned to gain new knowledge, and to further or deepen your understanding to reach the course goal. The course readings will help you	NA
Quiz 1	Quiz 1 will be based on material from the course from May 11 to June 1	50
Quiz 2	Quiz 2 will be based on material from June 3 to June 22	50
Behavior Change Project	TBD	50
FBA/BIP Case Study Report	TBD	50
Daily Participation	Daily participation points will be based on attendance <u>and</u> any activities for that day.	100
Total		300

Grading Scale:

Grade	Percentage
A	93+%

A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%

Students earning a grade of C or below (<80%) will be required to re-take the course for credit toward degree.

CPSY Departmental Attendance Policy: Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Late Work: It is expected that all work is completed and turned in by the date listed in the syllabus to the location listed syllabus. Late work will be accepted only in the case of excusable absences (illness, accidents, death in your family, and official College trips), and the instructor may request written documentation.

Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism will result in a grade penalty or failure of the course and may also result in being reported to the College. For this course, plagiarism will be defined as four or more consecutive words taken directly from another source without the use of quotation marks, omitting or giving an incorrect citation for a quotation or paraphrase, or changing the original work by only changing key words while maintaining much of the original meaning and structure. The electronic version of your submitted documents may be used to detect instances of plagiarism. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual or creative statements by authors to emphasize a point. Excessive use of quotes will result in point loss. See www.plagiarism.org. It is expected that work turned in for this class has not been used for any other classes.

Disability Services Statement: If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if they are absent.

Communication: The instructor may communicate with students via email regarding changes in class or assignments. Please check your Lewis & Clark email regularly. The instructor will use Moodle to post course content, including readings.

Extra Credit: No credit options beyond those described in this syllabus will be offered. Likewise, no adjustments will be made in the grading criteria specified in this syllabus.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by (virtually) for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Behavior Expectations Matrix (Class Activity for 5/11/21)

Tentative Course Calendar – SPSY 530 – Behavior Change in Schools

Week	Date	Topic	Readings to do before class	Assignment
1	May 11	Course Overview & Syllabus Setting the context for Understanding Behavior SW-Positive Behavior Intervention & Supports	Syllabus 😊	
	May 13	SWPBIS & Basic FBA	Demchak et al (2020) Horner (2015)	
2	May 18	The ABCs of Behavior Operational Definitions	Kazdin Chapters 1, 2,	
	May 20	ABCs Continued	Kazdin Pages 81-95 only of Chapter 3	
3	May 25	FBA Process and Indirect Measures	Kazdin Chapter 6, 7 & 9	
	May 27	Assessment of Behavior (Asynchronous Class session) Behavior Change Description and Rubric Provided	Kazdin pages 96-46, Chapter 5	Complete assignment (TBD) related to asynchronous session for attendance credit
4	June 1	Direct Observation Methods	Borgmeier et al, 2017	
	June 3	Analyzing Behavior...and Behavior Change (Recorded Session)	TBD	Complete assignment (TBD) related to recorded session for attendance

		Quiz - Sent at 5pm (Must complete by midnight)		credit due by June 8 at 5pm
5	June 8	Leading Teams through the Behavior Support Process	TBD	
	June 10	Hypothesis Statements and the Competing Behavior Pathways Case Study proved for Final FBA Assignment	TBD	
6	June 15	Antecedent Interventions Effective Monitoring and Reinforcement	Wood et al, 2018 Conley et al 2019	
	June 17	Goal Setting and Evaluation	Bruhn, Fernando et al 2017	
7	June 22	Considerations of Culture and Context & Guest Lecture: Dr. Michelle Massar	Hess et al 2014	
	June 24	Quiz (will be available at 5pm and you will have until midnight to complete) Course Reflection		Final FBA and Behavior Project Assignments Due