

Behavior Change in Schools <i>Lewis & Clark College, Graduate School of Education and Counseling</i>	
Instructor:	Camille R W Silva, M.Ed., BCBA, LBA
Class Day and Time:	Tuesday & Thursday 5/9/2023-6/22/2023 5:00 PM-8:15 PM
Class Location:	York Graduate Center, Room 101
Office Hours/Location:	Monday/Wednesday (1:30 PM-2:30 PM) Zoom
Contact me via Email:	crwsilva@lclark.edu
Credits:	3 Semester Hours

Hello & Welcome to Behavior Change in Schools!

Course Description: This course is a study of practices designed to help students understand and effectively problem solve to support functional behavior change in schools. Emphasizing behavior principles and procedures, the process of completing functional behavior assessments (FBAs), and research-based strategies to develop behavior intervention plans (BIPs).

Course Goal: Upon completing this course, students will be equipped to identify the foundational behavior principles and procedures and apply their skills to support effective behavior change in schools.

Course objectives:

- The student will demonstrate an understanding of operant conditioning by identifying the process through a study of antecedents, behaviors, and consequences . *NASP Domain: 4*
- The student will identify a problem behavior of interest, operationally define the problem behavior, make data-informed decisions to choose an appropriate observation method, and collect data on the problem behavior. *NASP Domains: 1, 4, 9*
- The student will demonstrate skills to design and implement a plan for behavior change by collaborating with others. *NASP Domains: 1, 4, 7*
- The student will demonstrate an understanding of intervention practices, accommodations, and recommendations for children with behavior problems by identifying the strengths and needs of each child and problem solving using evidence-based practices and procedures. *NASP Domains: 4, 5, 6, 8, 9*
- The student will demonstrate an understanding of a functional behavioral assessment (FBA) by correctly following each component of the process in an applied setting. *NASP Domain: 3*

- The student will demonstrate skills to problem solve strategies for effective behavior intervention plans (BIPs) by making data-informed decisions and considering biological, cultural, developmental, and social influences on mental and behavioral health and its impacts on learning. *NASP Domains: 1,2, 3, 4, 8, 10*

Course Activities: All course activities are designed to promote mastery of understanding and applying the information in the course material to develop effective problem solving skills and strengthen students 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/Assignments – Students will complete in class participation assignments (short answer, reflection posts, group discussion) related to the course content. These assignments will be used to build skills towards final projects. A final participation grade will be based on the assigned class activities.

Quizzes–Quizzes will be given in the beginning of class via google forms to test how well students understand the course material. Test questions will consist of 5-10 multiple-choice, short answer, true/false, and rating scales generated from material covered in prior classes lectures, assigned readings (text & journal articles), and discussions. Thus, students should attend each class and retain the information in the best way that works for the student's learning style (i.e., talking through the material with others, notes, structured notes, study group).

Make up quizzes will only be scheduled in case of emergency and should be pre-arranged if possible.

Textbooks

Required text:

- Cipani, E. (2018). Functional Behavioral Assessment, Diagnosis, and Treatment, Third Edition: A Complete System for Education and Mental Health Settings (3rd Ed.) New York: Spring Publishing Company ISBN: 978-0-8261-7032-3
***Student will need this text no later than 6/1/2023**
- Kazdin, A. E. (2013). Behavior modification in applied settings (7th ed.). Illinois: Waveland Press.

Major Projects

PROJECT 1 [MAY 9-MAY 30]:**Behavior Change Project: Self-Management**

This behavior change project is intended to help students use the foundational behavior principles learned in class and practice applying them as they are learning them. Focusing on targeting one behavior of their choosing. Students will actively build each component of the Behavior Change Project through a series of readings, lectures, discussion/collaboration, and homework assignments. By the end of the first half of this course, the Behavior Change Project will be completed. Upon completion of this project students will identify significant problem behaviors, apply evidence-based interventions for meaningful change, and evaluate the effectiveness of the intervention strategies. **See point breakdown in Student Engagement Expectations and Evaluation Information section.*

PROJECT 2 [JUNE 1-JUNE 22]:**Functional Behavior Assessment (FBA)+ Behavior Intervention Plan (BIP) Group Project**

The FBA + BIP Group Project is intended to help students practice group collaboration and effective problem solving skills as a team. This project is separated into 3 parts.

Part 1: Students will apply each component of an FBA to gather information about problems behavior(s) impeding on learning for an individual in a case study.

Part 2: Students will utilize the information they gathered from Part 1 to make data-informed decisions considering biological, cultural, developmental, and social influences on mental and behavioral health and its impacts on learning to problem solve solutions using evidence-based strategies to develop a BIP.

Part 3 [JUNE 22]: Students will present their findings to the class explaining what was effective in their process, why they chose the strategies used, and what limitations influenced their findings. If applicable, students will answer questions from the class during Q&A at the end of their presentation.

The Team—Groups will be formed of 4-5 students, and each student will be involved in planning how they will execute each component of the project and seek consultation support from other experts when needed.

Student Engagement Expectations and Evaluation Information:

Activity	Notes	Points
Attendance	Students 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 major projects successfully.	N/A

Daily Participation	It is the students responsibility to actively participate in both course assignments and class discussions.	N/A
Quizzes will be given in class to evaluate student understanding of the previous class course material.	Each quiz will have: 5-10 multiple-choice, short answer, true/false, and/or rating scales generated from material covered in prior classes lectures, assigned readings (text & journal articles), and discussions. Quiz 1: 10 pts Quiz 2: 12 pts Quiz 3: 14 pts Quiz 4: 18 pts	54
Behavior Change Project Homework Assignments This behavior change project is intended to help students use the foundational behavior principles learned in class and practice applying them as they are learning them. Assignments will focus on answering questions related to each submission topic. These are components that will be included in your final write-up where you will put everything together. All homework assignments will be submitted to Moodle	Participant & Setting–10 points Response Definition & Measurement Procedures–20 points <i>Part 1: Behavior Defined (10 pts)</i> <i>Part 2: Measurement (10 pts)</i> Experimental Design <i>Graphic Display (5 pts)</i> Interobserver Agreement or Reliability of Assessment <i>IOA Response-(5 pts)</i> Intervention–30 points <i>Part 1: Describe Your Intervention (10 pts)</i> <i>Part 2: Reflection (10 pts)</i> <i>Part 3: Reflection (10 pts)</i> Appendices–10 points	80
	Final Writeup-80 points Rubric will be posted to Moodle	80
FBA + BIP Group Project	The FBA + BIP Group Project is intended to help students practice group collaboration and effective problem solving skills as a team. This project is separated into 3 parts. Rubric will be posted to Moodle	105
FB + BIP Homework	<i>Background and IDEA Assignment-(20 pts)</i>	139

Assignments	<i>Operational Definition Assignment-(5 pts)</i> <i>FBA Questionnaire-(15 pts)</i> <i>Hypothesized Function Assignment (20 pts)</i> <i>Article Summary 1 (FBA)-(25 pts)</i> <i>Article Summear 2 (ABC)-(24 pts)</i> <i>Find an Article-(15 pts)</i> <i>Article Review Summary 3-(15 pts)</i>	
Total:		458

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 retake the course for credit toward their 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 assignments and projects be completed and submitted by the date and location listed in the syllabus (*see tentative course calendar for due dates*). Late work will be accepted only in the case of excusable absences (illness, accidents, death in the 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 the 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 students require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once students complete the intake process and the Accommodations Agreement, they may request to send their accommodations letter. Student Support Services staff will then notify faculty of the accommodations for which they are eligible.

Changes to Course Activities: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to track updates 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. Students 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/

Tentative Course Calendar – SPSY 530 – Behavior Change in Schools

Class #	Date	Topic	Before Class Readings	After Class Readings & Assignments
–WEEK 1–				
PART 1: Behavior Change Project: Self-Management				
Class 1	5/9/2023	Icebreaker!	<p>Kazdin, 2013: Ch 1: <i>“Intro”</i> pg 1-14</p> <p><i>“Models of Learning”</i> pg 14-22</p> <p><i>“Behaviorism”</i> pg 22-30</p> <p><i>“Contemporary”</i> pg 30-32</p> <p><i>“ABA”</i> pg 32-34</p> <p>Ch 2: <i>“Contingencies: ABCs”</i> pg 40-53</p>	<p>READINGS Kazdin, 2013: Ch 12: Self-control pg 463-469</p> <p>Appendix (BCP): <i>Selecting the Participant</i> pg 597-598</p> <p>Appendix (Write-Up): <i>Participant & Setting</i> pg 601-602</p> <p>ASSIGNMENT(S) Find an article relating to your topic</p> <p>BCP-Assignment: <i>Participant & Setting (10 pts)</i></p>
Class 2	5/11/2023	Develop a Target Behavior & Assessment	<p>Quiz 1: In class</p> <p>Kazdin, 2013: Ch 2: <i>“Behaviors”</i> pg 53-61</p> <p>Ch 3: <i>“Intro”</i> pg 81-106,</p> <p><i>“Self-Report”</i> pg 108-117</p> <p>Ch 4: <i>“Conditions”</i> pg 119-126</p>	<p>READINGS Appendix (BCP): <i>Identifying the Target Behavior(s) & Assessment</i> pg 589-599</p> <p>ASSIGNMENT(S) Collect Baseline Data (Th/F/S/S/M)</p> <p>BCP-Assignment: <i>Part 1: Behavior Defined (10 pts)</i></p>

			<p><i>"Measurement"</i> pg 135-138</p> <p>Ch 5: <i>"Characteristics"</i> pg 151-156 <i>"Graph Display"</i> 191-198</p>	
–WEEK 2–				
Class 3	5/16/2023	Intervention Part 1: Selecting Your Intervention(s)	<p>Quiz 2: In class</p> <p>Kazdin, 2013: Ch 2: <i>"Contingencies: ABCs"</i> pg 40-53</p> <p>Ch 4: <i>"Interobserver"</i> pg 126-132</p> <p>Ch 5: <i>"Single-Case"</i> pg 156-162</p> <p><i>"Changing Criterion"</i> pg 170-176</p> <p>Ch 6: <i>"Functions"</i> pg 208-212</p> <p>Ch 10: <i>"Contencyency"</i> pg 381-400</p> <p><i>"Contracts"</i> pg 400-406</p>	<p>READINGS Appendix (BCP): <i>Intervention</i> pg 600</p> <p>Appendix (Write-Up): <i>Intervention</i> pg 602-603</p> <p>Appendix (Write-Up): <i>Response Definition and Measurement Procedures</i> pg 602</p> <p>ASSIGNMENT(S) Make Materials for Intervention</p> <p>BCP-Assignment: <i>Part 2: Measurement (10 pts)</i></p> <p>Experimental Design <i>Graphic Display (5 pts)</i></p>
Class 4	5/18/2023	Intervention Part 2: Reinforcement	<p>Quiz 3: In class</p> <p>Kazdin, 2013: Ch 2: <i>"Consequences"</i> pg 61-68</p> <p>Ch 7: <i>"(+ Reinforce..."</i></p>	<p>READINGS Article: TBD-(Reinforcement)</p> <p>Appendix (Write-Up): <i>Intervention</i> pg 602-603</p> <p>ASSIGNMENT(S) Collect Intervention Data</p>

			pg 241-284 “(-) Reinforce...” pg 284-291	(Th/F/S/S/M) BCP-Assignment: Part 1: Describe Your Intervention (10 pts)
WEEK 3				
Class 5	5/23/2023	Intervention Part 3: Punishment	Quiz 4: In class Kazdin, 2013: Ch 2: “Consequences” pg 68-69 Ch 8: “(+) Punish...” pg 294-330 “Side Effects” pg 330-336 “Everyday Life” pg 336-349	READINGS Article: TBD-(Punishment) Appendix (Write-Up): <i>Intervention</i> pg 602-603 <i>Interobserver Agreement or Reliability of Assessment</i> pg 602 <i>Appendices</i> pg 604 ASSIGNMENT(S) Collect Intervention Data (Th/F/S/S/M) BCP-Assignment:: Part 2: Reflection (10 pts) Appendices–10 points IOA Response-(5 pts)
Class 6	5/25/2023	Intervention Part 4: Extinction	Quiz 5: In class Kazdin, 2013: Ch 2: “Consequences” pg 69-70 Ch 4: “Interobserver” pg 126-132 Ch 9: “Extinction” pg 352-359 “Characteristics” pg 359-363 “Effectiveness”	READINGS Article: TBD-(Extinction) Appendix (Write-Up): <i>Intervention</i> pg 602-603 ASSIGNMENT(S) Collect Intervention Data (Th/F/S/S/M) BCP-Assignment: Part 3: Reflection (10 pts)

			pg 363-367 “(-) Reinforce...” Pg 367-370 “Anxiety” pg 370-377	
WEEK 4				
Class 7	5/30/2023	Evaluation	Quiz 6: In class Kazdin, 2013: Ch 5: “Eval of In” pg 147-151 “Eval Data” pg 184-190 “Descriptive Aids” Ch 5 198-203	READINGS Appendix (Write-Up): (Abstract, Introduction, Results, Discussion, References) pg 601-604 ASSIGNMENT(S) Final BCP-Write-Up (Moodle): *Due by 5:00 PM 6/1/2023
WEEK 4 continued...				
PART 2: FBA + BIP Group Project				
Class #	Date	Topic	In Class Activity	Homework
Class 8	6/1/2023	Case Study & Group Assignments	Building your Avatar	Finish Demographics for your Case Study Avatar Readings: Kazdin, 2013: Ch 6 Functional Behavior Assessment Cipani, 2017: Ch 1 Basic Concepts IDEA research for Case Study assigned State
WEEK 5				
Class 9	6/6/2023	Functions & Intro to FBA (Components): Part 1	Identifying your Avatar’s “Problem” Behavior & Operational Definition	Fill out Assessment Documents Operationally define your Avatar’s “problem” behavior Readings:

				Cipani, 2017: Ch 2
Class 10	6/8/2023	Functions & Intro to FBA (Components): Part 2	ABC Observation & Data collection Practice + Discussion	Article Summary 1 (FBA) Article Summary 2 (ABC)
WEEK 6				
Class 11	6/13/2023	Generating & Testing Hypothesis	ABC Observation & Data collection Practice + Discussion	Readings: Cipani, 2017: Ch 4 Function-Derived Treatment Options Identify your Hypothesized Function
Class 12	6/15/2023	Behavior Intervention Plan: Components	Case Study Small Group Activity: Building your plan	Find an article to support your Intervention Plan Cipani, 2017: Ch 5 Functional Behavior Treatment Protocols for SMA 2.0 Target Behaviors Cipani, 2017: Ch 6 Functional Behavior Treatment Protocols for SME 4.0 Problem Behaviors
WEEK 7				
Class 13	6/20/2023	Final Review of FBAs & BIPs	Small Group Components Review	Readings: BST Article Summary Review 3
Class 14	6/22/2023	Final Presentations		