



SPSY 530 Summer 2022

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 5/10/22 to 6/28/22
5:30pm - 8:30pm
Class Location: Corbett Annex, Room 100 or 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:

- Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools: Functional behavioral assessment*. Guilford Publications.

Supplementary Text:

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

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 2 and one June 23. 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.
- FBA Summary and Comprehensive BSP/BIP Summary Report (100 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 project successfully.	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 10 to May 31	100
Quiz 2	Quiz 2 will be mostly based on material from June 7 to June 21, some cumulative information	50
FBA/BIP Case Study Report	Case Study & Description (Linked by June 2)	50 (Deadline June Jun 23-28)
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. 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 10	Course Overview & Syllabus Setting the context for Understanding Behavior SW-Positive Behavior Intervention & Supports	NA	Pre-Syllabus Feedback
	May 12	Operational Definitions	NA Readings will be added by next class	

2	May 17	Behavior Basics	NA	
	May 19	ABCs Continued	Chapters 1-2	Reading Review Activity
Learning Targets: <ol style="list-style-type: none"> 1. When given a short scenario, I can identify the antecedent, behavior, and consequence. 2. Given an antecedent, behavior and consequence, I can identify the function of the behavior 3. I understand and can name the core features of SW-PBIS 				
3	May 24	4-Term Contingency	Chapter 3, Iovannone, 2017	
	May 26	Competing Behavior Pathways FBA Process and Indirect Measures	Chapter 4	Reading Review Activity
Learning Targets: <ol style="list-style-type: none"> 1. I can identify and discuss the FBA process 2. I understand the importance of the routines analysis and FACTS Interview 3. I understand the difference between a brief FBA, full FBA and functional analysis 				
4	May 31	Direct Observation Methods	Alberto & Troutman, Chapter 3	
	June 2	Quiz #1	No In Person Class	Quiz Due 6/3
Learning Targets: <ol style="list-style-type: none"> 1. I can complete a competing behavior pathway for a behavior scenario 2. I can identify different methods for taking data 				
5	June 7	Replacement Behaviors +Debrief Quiz	Chapter 9	
	June 9	FACTS Interview Practice ABC Data Collection (Case Study provided for Final FBA Assignment)	Page 253-258;	Bring copy of FACTS & ABC Forms to class or be ready to type into digital copy (Pages 1-12)

Learning Targets: <ol style="list-style-type: none"> 1. I can give a FACTS interview 2. I can identify replacement behaviors that match the function of the behavior 				
6	June 13	Interventions for the As, Bs, and Cs (Plus SEs too!)	Wood, 2018	
	June 16	Effective Monitoring, Implementation of Plans	Chapter 5 +page 270 Conley 2019	
Learning Targets: <ol style="list-style-type: none"> 1. I can match interventions from a FBA to a BSP based on student need 2. I understand the importance of and how to monitor/revise BSPs as needed 				
7	June 21	Considerations of Culture and Context	Gion, 2020, Green 2018, Chapter 6	
	June 23	Final FBA Project Quiz #2 1:1 Instructor Support if Needed (link here for sign up) 15 min increments (if you need more time, book 2 appointments back to back). If a time doesn't work for you - please let me know. Use Zoom Link on Your Google Calendars for Class	No in person class	Final FBA Assignment Due June 28 by 5pm.
Learning Targets: <ol style="list-style-type: none"> 1. I understand the importance of culture and context in the scope of the behavior supports in schools 2. I can write a brief FBA with supporting Behavior Support Plan for a student scenario 				