

SPSY 530 Summer 2019
Behavior Change in Schools
Lewis & Clark College, Graduate School of Education and Counseling

Instructor: Kathryn Jaspers, Ph.D., NCSP
Class Day and Time: Mondays & Thursdays 5/6/19 to 6/24/19 (No class on 5/27)
1:00pm - 4:15pm
Class Location: York 101
Office Location: Rogers 426
Office Hours: Mondays & Thursdays by appointment
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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.

Texts:

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

Course Goal: The course is intended to provide an introduction to behavior change for children in schools through a review of behavioral modification and intervention procedures.

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.

- Readings – Course readings will come from the course text, with supplemental articles available on moodle or through the library.
- Class Participation – Your primary reason for participating in class discussions is to sharpen your understanding of course concepts and promote others' understanding as well. Any time the discussion is unclear to you, please ask for clarification. You may also use class time to revisit reading material that may have been difficult for you. You are expected to come to class prepared by having read material, and you are expected to participate in class by paying attention, asking questions, and taking notes.
- Exams (50 points each) – There will be two exams, which will cover readings and class content. There will be a 75-minute time limit for each exam. The purpose of exams is to demonstrate your understanding of the readings and course content and serve as an instructional tool for further learning. Exams will allow students to demonstrate knowledge in multiple modes, which may include (but is not limited to) multiple choice and short answer. The final exam will be cumulative in nature.
- Behavior Intervention Presentation (10 points) - Each student will have 10 minutes to present a research-based intervention. Students will sign up for intervention topics during the 2nd class meeting. See Behavior Intervention Presentation Rubric for more information. Note: this intervention topic is separate and unrelated to Behavior Change presentation (see below).
- Behavior Change Project (100 points) - 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 abstract, introduction, methods, results, discussion, references, appendices with graphs and sample data sheets, and copies of at least 3 peer-reviewed research articles. Write-ups will likely be 10-20 pages in length (12 pt, double spaced, times new roman font, APA style), not including supporting documents. It is highly recommended that students work on their write-ups weekly, beginning in the first week. Dates for draft sections are included in the course schedule, though these dates are optional and drafts will not be reviewed or

graded unless students specifically request support. **See the Behavior-Change Project chapter in Kazdin's text** and Behavior Project handout for more information.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for two exams, one behavior change project, and one presentation. The exams will be worth 50 points each. The behavior change project will be worth 100 points. The behavior intervention presentation will be worth 10 points. There may be additional points awarded for developing or answering discussion questions, activities based on class discussion or readings, or course participation if the instructor deems necessary.

Grading Scale:

Grade	Percentage
A	94+%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%

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.

Participation: It is the responsibility of the student to attend each class, arrive on time, be prepared by having completed all readings, and participate in class discussions. Failure to meet with the expectations will result in a warning from the instructor, followed by a grade reduction if the behavior continues.

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 Dean of

Students. 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 have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me 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 he or she is absent.

Communication: The instructor may communicate with students via email regarding changes in class or assignments. Please check your 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.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time. If laptops or tablets are used in class, internet functions must be turned off. Laptops/tablets can be used for note-taking purposes only. Abuse of this privilege will result in loss of privileges for all students for the remainder of the semester.

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 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/.

SPSY Course 530 Summer 2019
Behavior Change
 Approximate Class Schedule – Subject to Change

CLASS #	DATE	TOPICS	ASSIGNMENT
1	May 6	Review Syllabus Introduction to Behavior Change in Schools	Read Syllabus O'Neill et al. pp. 10-11 ("A statement of values") Kazdin Chapter 1
2	May 9	Principles of Operant Conditioning; Operational Definitions Identifying, Defining, and Assessing Behavior	Kazdin Chapters 2 & 3 BOSS Chapter (Shapiro, 2011) – posted on Moodle
3	May 13	Behavioral Observation Behavioral Functions Consequences (Reinforcement, Punishment, Extinction)	Kazdin p. 209-210 (tables 6-1 & 6-2) Kazdin Chapters 7, 8
4	May 16	Behavior function & consequences (cont) Single Case Design	Kazdin Chapters 9, 4, Submit pre-prac logs for Spring
5	May 20	Guest Speaker: Candace Dee, retired school psychologist Single Case Design	Kazdin Chapter 5 Skim Kazdin Appendix Project: Draft of Introduction, participant and setting
6	May 23	PBIS Site visit – Everett Barr-Hertel Atkinson Elementary, Portland Public Schools <i>Meet at Atkinson Elementary 5800 SE Division St, Portland 2:30-4:00pm</i>	www.pbis.org : <ol style="list-style-type: none"> 1. SWPBIS for Beginners 2. Supporting and Responding to Student Behaviors 3. Tier 1 Supports 4. What is Tier 3 PBIS
	May 27	No Class- Memorial Day	
7	May 30	Special Techniques; Generalization Exam 1	Kazdin Chapters 10 & 11 Exam 1 Project: Draft of Methods, references, graph Submit pre-prac teacher ratings of professional dispositions

8	June 3 rd	Classroom Management Guest speaker: Lina Darwich, Assistant Professor of Teacher Education	<p>Prior to class, observe at pre-practicum site:</p> <p>1) How class starts (greetings (how teacher greets students and students greet one another, objectives for the day posted?, materials ready)</p> <p>2) Clarity of instruction</p> <p>3) Are expectations posted on the walls..</p> <p>4) The routines that are in place (e.g., how paper is passed, returned or collected, management of materials (pens, pencils, scissors, etc.), entering and exiting the classroom, leaving to the washroom, cleaning the room, asking questions)</p> <p>5) Classroom closure (does the teacher do something that signals the end- such as reviewing new learning, asking students questions about their weekend plans, etc..)</p> <p>Readings: Posted on Moodle Chapter 1 and 2 from <i>Better than Carrots or Sticks</i></p>
9	June 6	Behavioral Interventions FBA/BIP	O'Neill et al. Chapters 1 & 2 Project: Draft of Methods, references, graph Behavior Intervention Presentations (4)
10	June 10	Behavioral Interventions FBA/BIP (cont) Behavior Pathways	Kazdin pages 578-583 "Myths and Red Herrings" O'Neill et al. Chapters 3,4, & 5 Behavior Intervention Presentations (4)
11	June 13	Behavior Pathways for Own Behavior Behavior Interventions Legal/Ethical/Social Considerations; Self-Control and Self-Administered Interventions	Kazdin Chapters 12 & 14 Project: outline of results and discussion Behavior Intervention Presentations (4)
12	June 17	Behavior Interventions Culturally Responsive Strategies	Article: Examining How Proactive Management and Culturally Responsive Teaching Relate to and Student Behavior: Implications for Measurement and Practice (Moodle) Article: Do Schools Implementing SWPBIS have Decreased Racial and Ethnic Disproportionality in School Discipline? (Moodle) www.pbis.org : Equity in School Discipline (video on pbis.org equity website) Behavior Intervention Presentations (4)
13	June 20	Course Evaluations Practical Applications/Examples Wrap Up/Review Behavior Interventions	Readings TBD Behavior Change Project Due Behavior Intervention Presentations (4)
14	June 24	Exam 2	Exam 2

