

SPSY 530 Summer 2020  
**Behavior Change in Schools**  
**Lewis & Clark College, Graduate School of Education and Counseling**

Instructor: Kathryn (Kate) Jaspers, Ph.D., NCSP  
Class Day and Time: Mondays & Thursdays 5/7/20 to 6/25/20 (No class on 5/25)  
1:00pm - 4:15pm  
Class Location: online  
Office Location: my basement in West Linn  
Office Hours: Mondays & Thursdays by appointment  
Phone: N/A  
Email: [jaspers@lclark.edu](mailto:jaspers@lclark.edu)

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)

Tech Requirements: 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](http://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](mailto: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: 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. **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.
- 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. During online instruction, class participation may include synchronous whole-class or small-group discussions via Zoom, asynchronous discussion forums and videos, or development of learning materials such as videos or clips. *We will work together to establish norms around professionalism and engagement during our time together online.*
- In-Class Products (50 points) - Most class days will include an in-class activity that results in a product or outcome, which could range from developing an operational definition and a positive opposite target behavior, to engaging in a discussion forum about the day's learning, to graphing and interpreting sample data, to watching a consultation interview and identifying a behavior's

antecedents and consequences. In-class products are due the day of class. They are designed to be completed during class hours; if you would like extended time to complete activities you may turn them in by 11:59pm on the same day as class. In-class products will allow you to show your participation in class and understanding of material. You must complete all in-class products in order to pass the course. Completing and submitting all in-class products on time will result in the full 50 points.

- Quizzes (100 points)-- At the beginning of each class session, students will take a quiz over content from that day's reading. Quizzes will involve any of the following: (1) a statement of the % of reading you completed for that day, (2) multiple choice questions about the reading, and/or (3) providing critical questions or discussion items from the reading to present to the class. Quizzes will be 20 minutes in length, though any student may access an accommodation of an additional 10 minutes by starting the quiz 10 minutes prior to our scheduled class time. There will be 13 quizzes. The lowest 2 quiz grades will be dropped, and the rest of the quizzes will be averaged. Your average quiz score percentage will multiplied by 100. For example, if you average 95% on the quizzes after your two lowest quiz scores were dropped, your quiz score total will be 95 points out of 100.
- Behavior Intervention Presentation (10 points) and discussions (10 points) - Each student will develop a 10-15 minute presentation on a research-based intervention and a 1-page handout about the intervention. Students are to video-record their presentations, post their video and supporting documents in the [linked google drive folder](#). Students are to then upload the link to the Moodle discussion forum, following the forum's directions on Moodle. Students will sign up for intervention topics by the 2nd class period using the [linked google doc](#). As sources, you are to find *at least* one internet source (e.g., intervention central or ebi.missouri.edu) and *at least two peer-reviewed journal articles* for your intervention. In the video, you are to provide an overview of the intervention and relevant information that would allow someone to implement the intervention (i.e., the video should feel like a description and a 'how to'). Your 1-page handout should provide a brief overview of the intervention, target group (e.g., age/grade, group size, dis/ability), resources/materials needed, references, and any other info needed to implement. After posting your presentation, on that day you are to monitor and reply to discussion comments or questions on your post.

For each class session that includes behavior intervention presentations, you are to review the materials (video, handout, supplementary materials) for each intervention. Quality of replies is important. Please post **at least two substantive replies** to classmates during each class session that includes intervention presentations. Your replies can include questions that further discussion, thoughtful answers to others' questions, connections to other content or presentations, possible applications of the interventions, and appreciations about your classmate's work. Once again, you are to review all presentations and reply to at least 2 with substantive comments/questions.

- 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 third week. **See the Behavior-Change Project chapter in Kazdin's text** and Behavior Change Project rubric on Moodle for more information.

Evaluation of Course Progress: You will be doing more than this, but you will receive credit for quizzes (100 points), in-class products (50 points), intervention presentations (10 points) and discussion (10 points), and a behavior change project (100 points). You must complete all activities (with the exception of 2 quizzes that are dropped) to pass the course, regardless of your overall percentage. In other words, even if you have enough points to 'pass' the class, you must still complete all activities except 2 quizzes that are dropped. 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.

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](http://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; [access@lclark.edu](mailto:access@lclark.edu)). 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.

*During this summer term, Student Support Services continues to be available via email ([access@lclark.edu](mailto:access@lclark.edu)) or by phone (503-768-7192; if you call and leave a message, they will call you back). Because of changes in course delivery, it is particularly important that you talk to me soon about accommodations and needs.*

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.

Cell Phones and Laptops: Please silence your phone and put it away. Please refrain from checking or sending texts/email during class time, including both synchronous time and asynchronous videos. Please remain engaged in our course content and discussion. Try to avoid multitasking.

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/](https://college.lclark.edu/academics/support/writing_center/) .

### **Digital Etiquette**

- Cameras ON (off to step out or if background distraction comes up)
- Mute ON (unless speaking)
- Glitching? Sign out and sign back in.
- Use CHAT function to alert me of issues.
- Take turns talking (be aware of other potential speakers)
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Try to arrange your screen to best convey active listening.
- Engaged and Active--we make the class for each other!

### **Course Calendar:**

[https://drive.google.com/file/d/15tEzjWL1k5Uo0WdiiCBukrQa1\\_7yOKX9/view?usp=sharing](https://drive.google.com/file/d/15tEzjWL1k5Uo0WdiiCBukrQa1_7yOKX9/view?usp=sharing)

## **Behavior Change Project**

See Appendix in Behavior Modification Text

The following steps will be followed:

1. Select Participant & Get Consent
2. Identify Target Behavior & Assessment Method
3. Collect Baseline Data
4. Set Goal
5. Design & Implement Plan
6. Evaluate Plan

Write up: See Kazdin p. 601 for description of write up. 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, 1" margins, 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.

## **Participants**

friend, family, pet, etc (must get consent for humans)

I would prefer you find someone to partner with to complete this project because it will provide a more authentic experience. I can help pair you with someone, if you would like. If you cannot find a person or pet, we can discuss doing a self-administered intervention.

## **Calendar**

submit consent by *5th class*

Write-up and project *due July 7th*