Class Outline

Positive Behavioral Planning
ED 677
Term II-99, April 5 – June 11, 1999

General Information:

Instructors:	Daniel Thomas Bullara, Ph.D.	Kevin E. Johnson, M.Ed.
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Class Times:	Thursday	5:30 to 9:45

Catalogue Description:

This course provides instruction in developing Positive Behavioral Intervention Plans based on Functional Assessments. Students will become familiar with California Education Code sections related to behavioral interventions.

Texts:

1. O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., Newton, J.S. (1997). Functional Assessment and Program Development for Problem Behavior. Brooks/Cole.

2. CASP. (1998). Positive Behavioral Interventions Manual. Best Practices to Implement the Hughes Bill. Millbrae, CA: CASP.

3. DeYoung, M. and Taylor, R. A guide to Exemplary Programs for Students Identified with Serious Emotional Disturbance. Millbrae, CA: CASP, 1992.

Grading:

1.	Project Assignments:	40%	80 points
2.	Case Presentation:	10%	20 points
3.	Final Portfolio:	20%	20 points
4.	Annotated Bibliographies:	10%	20 points
	Research Articles (2) 20 points		
5.	Midterm:	10%	20 points
6.	Final:	10%	20 points
	Total	100%	200

A- to A*   90 to 100%   180-200 points
B- to B+   90 to 89%   160-179 points
C- to C+   70 to 79%   140-159 points
D- to D+   60 to 69%   120-139 points

*In addition to points earned, all assignments must be turned in by their due dates to receive an "A" grade in this course. Further, more than one absence will result in a lower grade. The Chapman University Graduate Bulletin recommends a minimal policy that students who are absent 20% of the course should be failed.

Goals and Objectives:

Knowledge of, Skills related to, and Outcomes from this course should provide the student with the following competencies:

1. Learning theory including proponents, characteristics, factors influencing applications, and behavioral indicators.
2. Apply principles of major learning theories to facilitate change in individuals as described in California Education Code.
3. Regular and exceptional client's behavior is improved. For example, aggression and disruption reduced; on-task, task completion, and interpersonal relations improved.
4. Major societal concerns including person abuse and methods for alleviating these concerns including recording behavioral emergencies.
5. Explain factors influencing and/or causing person abuse.
6. Punitive, abusive methods of control are replaced with positive methods.
7. Apply principles of helping relationships to eliminate person abuse.
8. Client involved in development and implementation of behavior change program.
9. Developing positive, culturally sensitive learning environments.
10. Using non-testing assessment procedures (e.g., observation, anecdotal records, questionnaires, case studies, and pupil records).
11. Client's anxiety is reduced, feelings of self-worth enhanced, and attitudes towards family and school become more positive.

12. Collaborative and consultative strategies and processes related to the effects of teacher-pupil and pupil-pupil relationships on learning.
13. Training pupils for personal and social growth and development (e.g., self-esteem, social skills, and cross-cultural communication).
14. Regular and exceptional students acquire social skills that are critical to academic survival (e.g., persistence on task, compliance, pays attention, requests feedback and help, provides appreciative feedback).
15. Characteristics of pupils at-risk of failing in school
16. Develop behavioral objectives for others. Help students acquire social skill that are critical to forming peer-friendships (e.g., says "hi," introduces self by name, asks questions about others, identifies common interests, shares something about self, provides compliments, asks for permission, shares objects, assists others, introduces others, invites others to participate).
17. Select and justify observational methods, graph data.
18. Students acquire conflict resolution skills (e. g., negotiates differences, handles criticism and teasing).
19. A variety of programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools.
20. Do functional assessment and select appropriate, effective, ethical treatments.
21. Methods and techniques of resolving conflicts between and among pupils and groups of pupils. Assess the environment for support and resources.
22. Effects of school organization systems upon the pupils. Identify and develop discriminative stimuli and reinforcers for individuals of diverse cultural and ethnic backgrounds.
23. Pupil advocacy approaches. Design a behavior change program in the home, agency, and/or classroom.
24. Principles and practices of effective classroom management and school discipline. Apply treatment program in an ethical manner.
25. Factors that promote and enhance a positive school climate and the processes that facilitate change in school climate to promote pupil success.
26. Answer typical concerns that are raised about behavior analysis.
27. Methods to assess and promote social and emotional development
28. Apply ecological assessment for a variety of educational purposes, including designing appropriate interventions.
29. Psychological theory and research concerning behavioral change.
30. Behavior management to improve school climate.

Class Schedule   **10%**

Week 1 April 8

- Course Overview
- Lecture and Discussion
- Positive Intervention – Chapter 1, Appendix A & B
- Functional Assessment – Chapter 1
- Project Assignment # 1 (Due April 15)

Week 2 April 15

- Turn in Project Assignment #1
- Lecture and Discussion
- Positive Intervention – Chapter 2
- Functional Assessment – Pages 9-34
- Project Assignments #2 (Due April 22)
- Lab time for Literature Search

Week 3 April 22

- Turn in Project Assignment #2
- Lecture and Discussion
- Positive Intervention – Chapter 3
- Functional Assessment – Pages 35-53
- Project Assignment #3 (Due April 29)

Week 4 April 29

- Turn in Project Assignment #3
- Lecture and Discussion
- Positive Intervention – Chapter 3
- Functional Assessment – Pages 55-61
- Project Assignment # 4 (Due May 6)
- Review for exam

Week 5 May 6

- Turn in Project Assignment #4
- Lecture and Discussion
- Mid-term Exam
- Project Assignment #5 (Due May 13)

Week 6 May 13

- Review Exams
- Lecture and Discussion
- Positive Intervention – Chapter 6
- Small Group on Assignment #5
- Turn in Project Assignment #5
- Bibliographies Due May 20

Week 7 May 20

- Turn in Bibliographies
- Lecture and Discussion
- Positive Intervention – Chapter 7
- Functional Assessment – Chapter 3
- Project Assignment #6 (Due May 27)

Week 8 May 27

- Discuss Bibliographies
- Lecture and Discussion
- Positive Intervention – Chapter 8
- Functional Assessment – Chapter 4
- Small group on Project Assignment #6
- Turn in Project Assignment #6
- Case Presentations Due June 3

Week 9 June 3

- Lecture and Discussion
- Positive Intervention – Chapter 9
- Case Presentation and Feedback
- Project Assignment #7 (Due June 10)

Week 10 June 10

- Positive Intervention – Chapter 10
- Handout on Constructive Discipline
- Turn in Port Folio of all project assignments
- Final Exam

Project Assignment**:** **40%**

A project designed to change the behavior of a student or client is required. Each project assignment is due the week following the session # indicated on the Course Schedule (except for final Port Folio). Assignments handed in on the due date will receive an extra point. No assignment will be accepted more than one week late for any reason. Be sure to hand in all previously graded assignments with each current assignment in a folder. All assignments must be typed and double spaced, and label and answer each part (section and subsection) separately. Each of the following assignments apply to the same student or client. Thus, the person you select for your project MUST be available throughout the quarter.

Points		Assignments
10	#1	Identify target student. Determine need for Functional Assessment (Worksheet 1). Obtain release from parent.
10	#2	Interview with significant others (Worksheet 2)(Appendix B). Review of Records (Report forms 1, 2, and 3)(Appendix J).
10	#3	Conduct Observations (Worksheets 3 & 4) (Begin using FAO).
10	#4	Conduct Observations. Develop a graph of data collected (3 to 5 observations should be included).
15	#5	Do a comprehensive functional assessment, according to Title 5 Regulations for implementing the "Hughes Bill," on both the goal and problem behaviors. (Complete Form 4)
15	#6	Propose a Written Positive Behavioral Intervention Plan (Form 5).

10 #7 Abstract: The following abstract of your ED 677 project is to become part of your portfolio: Description of client/student; Operational definition of the target behaviors; Description of measurement systems and how you implemented them; Discuss the functional assessment (e.g., identification of SDs, SΔ, sr+, setting events, treatment plan). Describe the results (e.g., means and trends during the conditions of the project), and the extent to which your objective(s) was achieved. Discuss the findings and implications of the project
   a. What resources were used?
   b. What might you change to make this a better project?
   c. What implications are there for the client and significant others?
   d. What have you learned, and what skills have you acquired, from doing this project?
   The above should be described briefly on a separate typed page (double spaced). At the top of the page label it ABSTRACT, followed by the title of the project, ED 677,

name of class, your name, and the date.

Case Presentation: 10%

These presentations will be based on the project assignments. The purpose of these presentations is for each student to present their project as if they were presenting a Functional Assessment Report and Proposed Behavioral Intervention to an IEP team. Defense of Assessment, fit between Assessment and Behavior Plan, and degree of behavioral soundness constitutes grading for Case Presentations.

Final Portfolio: 20%

Student Portfolio will include the following components:
All Project Assignments
Annotated Bibliographies
Assessment Tools (Inventories, forms, worksheets)
Glossary of Behavioral Terms

Annotated Bibliographies: 10%

Students will complete two annotated bibliographies related to functional assessments. The annotations should provide a critical review of the article, be typed (1-2 pages), and include:

RESEARCH ARTICLES:
a) Bibliography and writing in APA style
b) Statement of purpose and rational for the study
c) Description of participants
d) Description of setting
e) Description of target behavior(s)
f) Intervention / Instructional procedures
g) Results and Implications
h) Description of how you would use in your teaching.

DISCUSSION ARTICLES:
a) Bibliography and writing in APA style
b) Statement of purpose and rational for the discussion
c) Description of problem or issue
d) Description of possible solutions to problem or issue
e) Description of how you would use in your teaching.

Exams: 20%

Exams will be based on the lecture, discussion, and assigned readings. Exams will consist of multiple choice questions, and short answer questions. Both exams will be administered in class.

Sample Exam Items:

Exam items are multiple choice and essay. Sometimes matching items are included. Example items include:

1. In order to provide a standard against which to assess behavior change, it is important to provide for a _____ phase in a behavior analysis program.

a. baseline
b. functional
c. treatment
d. contingency

2. Conducting a program that allows children to place in a box compliments which are counted at the end of the day to see if a pre-specified level has been achieved is called?

a. A fuzzy-gram
b. A compliment meter
c. The secret pal game
d. Reinforcement bombardment

3. When the teacher looked at Mike, she reinforced his not having his thumb in this mouth. This is an example of:

a. DRL
b. Positive Reinforcement
c. Alt-R (DRA)
d. Momentary DRO
e. Whole Interval DRO

Define and differentiate between negative reinforcement and punishment.

Describe step by step how to set up a social skills training program.