

13-57
APP-9/17/13
Senate Info-10/8/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: EDSP 376 Behavior Problems

Instructor(s) of Record: Mark R. McGowan, Ph.D., NCSP

Phone: (724) 357-2174 Email: mmcgowan@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9.4.13
Signature of Department Designee Date

Endorsed: [Signature] 9/6/13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

[Signature] 9/17/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

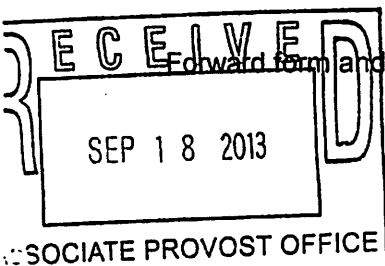
Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

[Signature] 9/19/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



Received
SEP 9 2013
Liberal Studies

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1 – A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Mark R. McGowan, Ph.D., NCSP is qualified in the distance education delivery method having successfully taught distance education courses via Moodle, e.g., EDSP 952 Internship. Dr. McGowan uses Moodle and Desire2Learn (D2L) to supplement all of his courses taught at the undergraduate (EDSP 376) and graduate levels (EDSP 745, 811, 949, 963, 978). In these traditional brick-and-mortar courses, Moodle / D2L is used to distribute notes and course information, facilitate the occasional online discussion among students, submit written assignments, and for assessment of student learning via quizzes and exams. These experiences delivering instruction through distance education and a blending of traditional and distance education across multiple years and disciplines in the field of school and educational psychology strongly suggests Dr. McGowan is qualified to teach distance education courses. Dr. McGowan has also attended D2L training offered by IUP IT.

Dr. McGowan is qualified in his discipline of school psychology to teach the content of this course. He earned a Ph.D. in Counseling Psychology from Northern Arizona University in May 2007 and is credentialed as a Nationally Certified School Psychologist (NCSP) and a PA Licensed Psychologist. Dr. McGowan has extensive training and experience that make him more than minimally qualified to teach EDSP 376. He worked public schools as a school psychologist for 6 years prior to his hire at IUP, both as a certified school psychologist and as an educational consultant. Specifically, Dr. McGowan performed a number of duties while functioning in these capacities, including but not limited to: psychoeducational assessment for special education eligibility; consultation regarding academic, social, emotional, and behavioral functioning; functional behavioral assessment; development and monitoring of Individualized Education Programs (IEP); data analysis teaming; universal screening and progress monitoring; crisis intervention; and evaluation of educational programs for students (e.g., special education, gifted education). Dr. McGowan also is the program coordinator for both the MEd in Educational Psychology and Certification in School Psychology offered by the Department of Educational and School Psychology.

2. How will each objective in the course be met using distance education technologies?

Please see below for an illustration of how each Course Objective from the Syllabus of Record (Appendix A) how each will be met using distance education technology; how each is presently assessed; and how each will be assess using distance education technologies.

Course Objective	How Course Objective WILL BE Met	How Objective is PRESENTLY Assessed	How Objective WILL BE Assessed
1. Upon successful completion of this course, students will be able to describe factors which contribute to the	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); YouTube and Films on	Formative Activity, Midterm Exam	Discussion Board on Issues Confronting Educators; Quiz 1

development of challenging behaviors	Demand videos related to topic; Threaded Discussion Boards		
2. Upon successful completion of this course, students will be able to use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors	Reading text and supplemental materials; YouTube and Films on Demand videos related to topic; Visiting relevant websites identified by Instructor	Formative Activities, Final Exam	One-page summary of key terms; Case Study*; Quiz 1
3. Upon successful completion of this course, students will be able to describe sound educational approaches to the prevention of behaviors and relate the role of the student motivation to the prevention of challenging behaviors	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); Threaded Discussion Boards	Formative Activities, Midterm Exam	YouTube Video Critique; Case Study*; Quiz 2; Final Exam
4. Upon successful completion of this course, students will be able to analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to the challenging behaviors	Reading text and supplemental materials; YouTube and Films on Demand videos related to topic; Visiting relevant websites identified by Instructor	Formative Activities, Final Exam	YouTube Video Critique; Case Study*; Quiz 1; Final Exam
5. Upon successful completion of this course, students will be able to develop specific intervention programs for the remediation of challenging behaviors	Reading text and supplemental materials; YouTube and Films on Demand videos related to topic; Visiting relevant websites identified by Instructor; Group Discussion Boards	Formative Activities, Course Project	Case Study*; Quiz 2; Final Exam
6. Upon successful completion of this course, students will be able to comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); Discussion Board on Parenting Columns; Threaded Discussion Boards	Formative Activities, Midterm and Final Exams	Case Study*; Quiz 1; Final Exam

7. Upon successful completion of this course, students will be able to describe manifestations of specific behavior challenges	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); YouTube and Films on Demand videos related to topic; Threaded Discussion Boards	Course Project, Final Exam	Parenting Column Link and Comment Posting; Discussion Board on Issues Confronting Parents; Case Study*; Quiz 2; Final Exam
8. Upon successful completion of this course, students will be able to apply specific strategies to meet the special behavioral needs of some students	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); YouTube and Films on Demand videos related to topic; Threaded Discussion Boards	Formative Activities, Course Project, Final Exam	Case Study*; Quiz 2; Final Exam
9. Upon successful completion of this course, students will be able to perform a functional assessment of persistent behaviors and utilize this information to formulate interventions	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); YouTube and Films on Demand videos related to topic; Threaded Discussion Boards	Formative Activities, Final Exam	Case Study*; Quiz 2; Final Exam
10. Upon successful completion of this course, students will be able to use technology and information literacy to achieve deeper understanding of student behavior and classroom management	Reading text and supplemental material; narrated PowerPoint (Highlighting readings); YouTube and Films on Demand videos related to topic; Threaded Discussion Boards	Course Project	Parenting Column Link and Comment Posting; YouTube Video Critique; Case Study*

*** Indicates Key Assessment Rating System (KARS) Assignment**

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will occur in a variety of modes with asynchronous Discussion Board and IUP e-mail being the primary methods utilized. A General Discussion Board will be provided for students to use, and this General Discussion Board will not be monitored by the instructor. Topical Discussion Boards, monitored by the instructor, will be available for each class (i.e. topic/chapter). Two of these Discussion Boards will be required assignments (e.g., Objectives 1 and 6). In addition to Discussion Boards, instructor-student interaction will occur via students submitting assignments each week and the instructor providing prompt feedback on those assignments.

Communications between students and the instructor that are of a more personal / private matter will be honored through IUP e-mail, phone, or by attending instructor office hours on campus.

Office hours will be hosted each week, and these office hours will be in compliance with the current Collective Bargaining Agreement (CBA) to include both virtual and traditional office hours, as appropriate. This allows students, if they desire, to schedule a face-to-face meeting with the instructor.

Student-student interaction will occur in a number of ways. First, students can communicate via the General Discussion Board, which is not monitored by the instructor. Second, students will provide responses to instructor-provided prompts and reflect on each other's comments for two of the required Discussion Boards (e.g., Objectives 1 and 6). Third, for Objective 6, students are required to post an excerpt from a parenting advice article / column (e.g., e-newsletter; blog; website; printed column; printed magazine) and then comment on other students' postings. In summary, there will be variety of ways in which students will interact with each other over the course of the semester.

4. How will student achievement be evaluated?

Student achievement will be evaluated through the following four broad activities: (1) Discussion Boards; (2) Written Assignments; (3) Case Study; (4) Quizzes / Tests. An overview of assignments and point values is provided below.

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Behavioral Issues Confronting Educators	2	~2%
Discussion Board on Behavioral Issues Confronting Parents	2	~2%
Parenting Advice Column Posting	4	~4%
Discussion Board Comment on Parenting Advice Posting	2	~2%
Written Assignments		
One-Page Summary of Key Terms	10	~7%
YouTube Video Critique	10	~7%
Case Study		
Data Analysis	10	~7%
Functional Behavioral Assessment	15	10%
Positive Behavior Plan	15	10%
Quizzes / Exams		
Quiz 1	20	~12%
Quiz 2	20	~12%
Final Exam	40	~25%
TOTAL	150	100%

Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 10 points)

- **Discussion Board on Behavioral Issues Confronting Parents and Educators (4 points)**
Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary parents and educators. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided in Appendix D.

- **Parenting Advice Column Posting (4 points)**
Students will search electronic and print materials to identify a Parenting Advice Column (or blog, article, etc.) that addresses a behavioral issue related to raising a child. Students will post this Parenting Advice Column to a Discussion Board and offer one reflection on the issue presented in the column/blog/article. A general grading rubric for this assignment is provided in Appendix D.

- **Comment on Parenting Advice Column Posting (2 points)**
Students will review at least one Parenting Advice Column Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer's posting will be graded using the rubric offered in Appendix D.

Written Assignments (Total of 20 points)

- **One-Page Summary of Key Terms (10 points)**
Students will read the relevant chapter for the assigned topic and provide a one-page summary of key terms. Assignments requirements include providing a definition of each key term and an example of that key term that was not offered in the text. Key terms will be identified by the instructor in advance to facilitate a focused review. A sample list of terms, assignment directions, and grading rubric are provided in advance.

- **YouTube Video Critique (10 points)**
Students will locate a video on YouTube or a similar website that is created by an educator in which his/her perspective on behavior management is highlighted. Any area of behavior management, including individual, classroom, or school wide, can be the focus of the video. Students will post the link to this video and provide a brief reflection on this video. The same rubric used for the Discussion Boards will be used and will be posted on the course website.

Case Study (Total of 40 points)

- **Data Analysis (10 points)**
Students will be provided with observational data of a fictional child's classroom behavior. Students will be guided in summarizing these data and drawing conclusions concerning the hypothesized antecedents and consequences for maintaining the targeted behavior. This analysis will provide the basis for completing the Functional Behavioral Assessment and Behavioral Plan projects. A rubric will be provided in advance (Appendix G) and will be posted on the course website.

- **Functional Behavioral Assessment (15 points)**

Utilizing the data provided by the instructor, students will complete a Functional Behavioral Assessment (FBA) for the fictional student using the recommended forms provided by the Pennsylvania Department of Education. The FBA will include a summary of the observational data, antecedent and consequence factors, and hypotheses regarding the function of the targeted behavior. A rubric will be provided in advance and posted on the course website.

- **Positive Behavior Plan (15 points)**

Utilizing the FBA, students will complete a Positive Behavioral Plan (PBP) for the fictional student using a competing behavior pathway approach. The PBP may include intervention strategies for manipulating antecedents, environmental redesign, and teaching of alternative behaviors. The students will organize their behavior plans using templates provided by the instructor. A rubric will be provided in advance and posted on the course website.

Traditional Tests (Total of 60 points)

- **Quiz 1 (20 points)**

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding behavioral theories. Quiz 1 will be completed online via Moodle or D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available via Moodle or D2L at the conclusion of the last topic in which information assessed on Quiz 1 is reviewed. Quiz 1 must be completed with 48 hours.

- **Quiz 2 (20 points)**

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 2 will be completed online via Moodle or D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available via Moodle or D2L at the conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed with 48 hours.

- **Final Exam (40 points)**

This summative Final Exam will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how classroom management affects the educational process. The Final Exam will be completed online via Moodle or D2L and will assess mastery of content covered across the entire semester. Quiz 2 will be made available via Moodle or D2L on the last day and must be completed with 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
135-150	90-100	A
120-134	80-89	B
105-119	70-79	C
90-104	60-69	D
<89	<59	F

5. How will academic honesty for tests and assignments be addressed?

Academic honesty on tests will be maintained using a secured log-in site on Moodle or D2L. The test questions themselves cannot be printed or copied into another software program (e.g., Microsoft Word). A large pool of items will be used to randomly draw questions for each student's Quiz or Final Exam, resulting in each student taking an alternative form of the quiz.

Assignments will be reviewed and graded by the instructor. Each assignment will be reviewed for authenticity and compared to collected assignments from previous semesters. If necessary, Turn it In will be utilized.

B. Submit to the department or its curriculum committee the responses to items A1 – A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus. **Note: the current syllabus of record is in Appendix A; the online syllabus is in Appendix C; the sample lesson and materials are in Appendices F and G.**

List of Appendices

Appendix A – Current Syllabus of Record

Appendix B – Welcome E-Mail / Letter to Students

Appendix C – EDSP 376-801 Course Syllabus

Appendix D – General Discussion Board Rubric (for illustrative purposes)

Appendix E – Summary of Key Terms Rubric (for illustrative purposes)

Appendix F – Functional Behavioral Assessment, Assignment & Rubric

Appendix G – Positive Behavior Plan, Assignment & Rubric

Appendix H – Functional Behavioral Assessment, PowerPoint Presentation

Appendix I – Positive Behavior Plan, PowerPoint Presentation

Appendix A: Syllabus of Record

I. Catalog Description

3c-01-3sh

EDSP 376: Behavior Problems

Prerequisites: EDSP 102

II. Course description and objectives:

This course focuses upon the understanding of challenging classroom behaviors through the study of developmental, environmental, and societal influences. Students will be introduced to the risk factors many students face, preventative management approaches, and intervention techniques designed to create positive, supportive, and respectful learning environments.

Specific learning outcomes:

Upon successful completion of this course, students will be able to:

1. Describe factors which contribute to the development of challenging behaviors
2. Use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors
3. Describe sound educational approaches to the prevention of behaviors and relate the role of the student motivation to the prevention of challenging behaviors
4. Analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to the challenging behaviors
5. Develop specific intervention programs for the remediation of challenging behaviors
6. Comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention
7. Describe manifestations of specific behavior challenges
8. Apply specific strategies to meet the special behavioral needs of some students
9. Perform a functional assessment of persistent behaviors and utilize this information to formulate interventions
10. Use technology and information literacy to achieve deeper understanding of student behavior and classroom management

III. Student Outcomes Assessment Matrix

Educational Psychology Minor Objective	Course Objective	Assessment Technique
1, 2, 3, 8	1	Formative Activity, Midterm Exam
9	2	Formative Activities, Final Exam
8	3	Formative Activities, Midterm Exam
1, 8	4	Formative Activities, Final Exam
9	5	Formative Activities, Course Project*
1, 8, 9	6	Formative Activities, Midterm and Final Exams
2	7	Course Project*, Final Exam
4, 9	8	Formative Activities, Course Project*, Final

		Exam
9	9	Formative Activities, Final Exam
11	10	Course Project*

* Indicates Key Assessment

IV. Sample Course Outline
(Individual faculty may adjust as needed.)

<u>Week</u>	<u>Topic</u>	<u>Assigned Reading</u>
Class 1	Introduction to the Course/Theoretical Foundations	Chapter 1
Class 2	Safe Classrooms and Safe Schools	Chapter 2
Class 3	Foundations of Classroom Management	Chapter 3
Class 4	Behavioral Approaches to Classroom Management	Chapter 4
Class 5	Ecological Approaches to Classroom Management	Chapter 5
Class 6	Self-Regulating Approaches to Classroom Management	Chapter 6
Class 7	Process-Outcomes Approaches to Classroom Management	Chapter 7
Class 8	Supportive Approaches to Classroom Management	Chapter 8
Class 9	Classroom Management in Inclusive Classrooms	Chapter 9
Class 10	Community Approaches to Classroom Management	Chapter 10
Class 11	Whole School Approaches to Classroom Management	Chapter 11
Class 12	Cultural and Gender Diversity and Classroom Management	Chapter 12
Class 13	Developing a personal classroom management plan	Chapter 13
Class 14	Applying a Management Philosophy	Chapter 14
Class 15	Final Exam	

V. Sample Evaluation Methods

(These may vary according to instructor.)

1. Each student is expected to attend class, have read the assigned materials prior to class, ask questions, and participate in discussions.
2. Three exams are given equal weight. Exams will cover lecture material, discussions, special assignment, handouts, activities, and the text.
3. Each student will complete class exercises, activities, and reflections that will be assigned in class and given point values.
4. Each student will complete a class project (details to follow).

Class Participation	5%
Class Activities	5%
Exam 1	20%
Exam 2	20%
Final	20%
Course Project	30%

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 and below

VI. Class Procedures

(These may vary according to the instructor.)

Class attendance and participation are important. Any absences should be reported by telephoning the Educational & School Psychology office and leaving a message or by contacting the instructor directly. Illness or family emergency are the only acceptable excuses for missing an exam or class activity. Class activities are unannounced and cannot be made up without special permission. Each student will be expected to take the exams on the assigned dates.

Any instances of cheating or unethical behavior will be handled according to university policies. These include such activities as presence of notes during exams, plagiarism, conversation after receiving an exam, or the like.

VII. Suggested textbooks, supplemental books and readings

Textbook: Manning, M. L. & Bucher, K. T. (2013). *Classroom Management: Models, Applications, and Cases* (3rd ed). New Jersey: Pearson Education.

Other readings as assigned.

VIII. Special resource requirements

NA

IX. Bibliography

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- Glasser, W. (1998). *The quality school teacher: a companion volume to the quality school* (Rev. ed.). New York, NY: HarperCollins Publishers.

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- Iverson, A. M. (2003). *Building competence in classroom management and discipline* (4th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Jones, V. & Jones L. (2003). *Comprehensive Classroom Management* (7th Edition) Boston: Allyn & Bacon.
- Kohn, A. (1993). Punished by rewards: the trouble with gold stars, incentive plans, A's, praise, and other bribes. New York, NY: Houghton Mifflin Company.
- Kohn, A. (1999). *The schools our children deserve: moving beyond traditional classrooms and tougher standards*. New York, NY: Houghton Mifflin Company.
- Long, N. J., & Long, J. E. (2002). *Managing passive-aggressive behavior of children and youth at school & home*. Austin, TX: Pro-Ed.
- Martin, G., Pear, J. (1996). *Behavior modification: what it is and how to do it* (5th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Minlee, K. M., & Bear, G. (2000). *Preventing school problems- promoting school success: strategies & programs that work*. Bethesda, MD: NASP.
- Pianta, R. C., & Walsh, P. J. (1996). *High-Risk Children in schools*. New York, NY: Routledge.
- Ross, A. O. (1981). *Children behavior theory: principles, procedures and empirical basis*. New York, NY: John Wiley & Sons.
- Sheridan, S. M. (Ed.) (2003). Emerging models for promoting children's mental health: linking systems for prevention and intervention- II [Special series]. *School Psychology Review*, 32 (2).
- Seeman, H. (1994). *Preventing classroom discipline problems: a guide for educators*. Lancaster, PA: Technomic Publishing Company.
- Shapiro, E. S., & Cole, C. L. (1994). *Behavior change in the classroom: self-management interventions*. New York, NY: The Guilford Press.
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- Weinstein, C. S. (2003). *Secondary Classroom Management* (2nd ed.). Boston: McGraw Hill.
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Appendix B: Welcome E-Mail / Letter to Students



COLLEGE OF EDUCATION AND EDUCATIONAL
TECHNOLOGY

DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

Date

Dear Student:

Welcome! Given that you are receiving this letter / e-mail, you are registered for EDSP 376 Section 801 – Behavior Problems. This letter / e-mail is being sent to all registered students to facilitate your initial access to the on-line course.

The book for this class is indicated below. You are strongly encouraged to purchase this book well in advance of the start of the semester through IUP's Student Co-Op Store.

Manning, M. L., & Bucher, K. T. (2013). *Classroom Management: Models, Applications, and Cases* (3rd ed). New Jersey: Pearson Education. ISBN: 978-0132693233

EDSP 376 801 is **entirely** on-line using D2L. Some of you may be familiar with WebCT or Moodle, the on-line course management systems IUP has used over the past few years. I believe you will find D2L very easy to use and similar to WebCT / Moodle. Please see IUP's helpful D2L IT website for students for more information on D2L:
<http://www.iup.edu/itsupportcenter/d2l/>

To successfully complete this course you will need to download and install some free software (many of you probably already have this software). Please make sure you have these before beginning the course:

- Adobe Acrobat - http://adobe.9-pdf-pro.com/index.asp?aff=100&camp=gg_AA_us&se=google
- Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
- QuickTime Player - <http://www.apple.com/quicktime/download/>
- Latest version of Internet Explorer (version 6 or later)
- Mozilla Firefox

Regarding your internet browser (Internet Explorer, Mozilla Firefox, or Google Chrome), you might want to turn off your Tool Bars and/or "PopUp Blockers" as these features might interfere with efficient access to all course material.

You are now ready to access the course via D2L. Please visit <https://d2l.iup.edu/> to log in.

If you have any problems connecting to the D2L site, please contact IT Support Center at it-support-center@iup.edu. You can also call the IT Support Center Mondays through Fridays from 8:00 AM - 4:30 PM at (724) 357-4000. The wonderful people at the IT Support Center can help you with any problems you might have accessing the D2L site. I, unfortunately, will not be able to help you access the D2L site.

Questions related to course content, assignments, etc., of course, please direct to me.

The course material will be made available beginning _____. Be sure to access it that day because some assignments are due within the first few days of the first week. **Beginning Monday, _____**, please access the D2L course and click on the "EDSP 376 801 Syllabus" to download the syllabus for the course. Next, click on the "Reviewing the Syllabus" video link for an overview of the syllabus. Then continue with the video link "Orientation to the EDSP 376 801 D2L Site."

Again, if you have question about accessing D2L, please use the IT Support Center. Questions about course content should be directed to me.

I look forward to having you all "in class." See you next week.

--

Mark R. McGowan, Ph.D., NCSP
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Coordinator, School Psychology Certification Program
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Appendix C: EDSP 748 – 801 Course Syllabus



COLLEGE OF EDUCATION AND EDUCATIONAL
TECHNOLOGY

DEPARTMENT OF EDUCATIONAL AND SCHOOL PSYCHOLOGY

EDSP 376 – Section 801

3c-01-3sh

Behavior Problems

Instructor Syllabus

Instructor:

Mark McGowan, Ph.D., NCSP

246 Stouffer Hall

(724) 357-2174

mmcgowan@iup.edu

Office Hours:

M 1:00 – 3:00 pm

W 3:00 – 5:00 pm

R 2 – 3:00 pm

Or by appointment

Course Prerequisite:

EDSP 102

I. Catalog Description

An examination of emotional and social aspects of behavior problems encountered in classroom situations and potential remedial techniques.

II. Course Description and Objectives:

This course focuses upon the understanding of challenging classroom behaviors through the study of developmental, environmental, and societal influences. Students will be introduced to the risk factors many students face, preventative management approaches, and intervention techniques designed to create positive, supportive, and respectful learning environments.

Course Objectives:

Upon successful completion of this course, students will be able to:

1. Describe factors which contribute to the development of challenging behaviors
2. Use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors
3. Describe sound educational approaches to the prevention of behaviors and relate the role of the student motivation to the prevention of challenging behaviors
4. Analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to the challenging behaviors
5. Develop specific intervention programs for the remediation of challenging behaviors

6. Comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention
7. Describe manifestations of specific behavior challenges
8. Apply specific strategies to meet the special behavioral needs of some students
9. Perform a functional assessment of persistent behaviors and utilize this information to formulate interventions
10. Use technology and information literacy to achieve deeper understanding of student behavior and classroom management

III. Student Outcomes Assessment Matrix

Educational Psychology Minor Objective	Course Objective	Assessment Technique
1, 2, 3, 8	1	Discussion Board on Issues Confronting Educators; Quiz 1
9	2	One-page summary of key terms; Case Study*; Quiz 1
8	3	YouTube Video Critique; Case Study*; Quiz 2; Final Exam
1, 8	4	YouTube Video Critique; Case Study*; Quiz 1; Final Exam
9	5	Case Study*; Quiz 2; Final Exam
1, 8, 9	6	Case Study*; Quiz 1; Final Exam
2	7	Parenting Column Link and Comment Posting; Discussion Board on Issues Confronting Parents; Case Study*; Quiz 2; Final Exam
4, 9	8	Case Study*; Quiz 2; Final Exam
9	9	Case Study*; Quiz 2; Final Exam
11	10	Parenting Column Link and Comment Posting; YouTube Video Critique

***Indicates Key Assessment Rating System (KARS) Assignment**

IV. Required Text

Manning, M. L., & Bucher, K. T. (2013). *Classroom Management: Models, Applications, and Cases* (3rd ed). New Jersey: Pearson Education. ISBN: 978-0132693233

V. Course Outline

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
1	Introduction to Course <ul style="list-style-type: none"> • Review of Syllabus • Rules of participation Theoretical Foundations <ul style="list-style-type: none"> • Popular video clips of theories • PowerPoint 	Manning & Bucher (2013) Chapter 1	<ul style="list-style-type: none"> • Discussion Board on Issues Confronting Parents

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
2	Safe Classrooms and Safe Schools <ul style="list-style-type: none"> Review popular advice sources for parenting adolescents Discuss how this effects the educational process; what teachers can do with this information Web-based readings 	Manning & Bucher (2013) Chapter 2	<ul style="list-style-type: none"> Discussion Board on Issues Confronting Educators
3	Foundations of classroom management <ul style="list-style-type: none"> PowerPoint 	Manning & Bucher (2013) Chapter 3	<ul style="list-style-type: none"> Post Parenting Advise Column
4	Behavioral Approaches to Classroom Management <ul style="list-style-type: none"> PowerPoint Videos of movie or sitcom highlighting behavior modification 	Manning & Bucher (2013) Chapter 4	<ul style="list-style-type: none"> Comment on Parenting Advice Column Posting
5	Behavioral Approaches to Classroom Management <ul style="list-style-type: none"> PowerPoint Videos of movie or sitcom highlighting behavior modification 	Manning & Bucher (2013) Chapter 4; Web based readings	<ul style="list-style-type: none"> One-page Summary of Key Terms
6	Ecological Approaches to Classroom Management <ul style="list-style-type: none"> PowerPoint 	Manning & Bucher (2013) Chapter 5	<ul style="list-style-type: none"> Quiz 1
7	Self-Regulating Approaches to Classroom Management <ul style="list-style-type: none"> PowerPoint Web based readings 	Manning & Bucher (2013) Chapter 6	<ul style="list-style-type: none"> Case Study: Data Analysis
8	Process-Outcomes Approaches <ul style="list-style-type: none"> PowerPoint Web based readings 	Manning & Bucher (2013) Chapter 7	<ul style="list-style-type: none"> Case Study: Functional Behavioral Assessment
9	Supportive Approaches <ul style="list-style-type: none"> PowerPoint Academic, social demands of high school 	Manning & Bucher (2013) Chapter 8	
10	Community Approaches <ul style="list-style-type: none"> PowerPoint Review websites related to theories 	Manning & Bucher (2013) Chapter 9	<ul style="list-style-type: none"> Case Study: Positive Behavior Plan
11	Whole School Approaches <ul style="list-style-type: none"> Web-based readings YouTube Videos on SWPBS Response to Intervention framework 	Manning & Bucher (2013) Chapter 10	
12	Cultural and Gender Diversity and Classroom Management <ul style="list-style-type: none"> PowerPoint 	Manning & Bucher (2013) Chapter 12	<ul style="list-style-type: none"> YouTube Video Critique
13	Classroom Management in Inclusive Classrooms <ul style="list-style-type: none"> Special education eligibility and prevalence rates PowerPoint 	Manning & Bucher (2013) Chapter 11	<ul style="list-style-type: none"> Quiz 2

Week	Topic(s)	Assigned Reading(s)	Assignment(s) Due
14	Developing a Personal Classroom Management Plan & Applying a Management Philosophy <ul style="list-style-type: none"> • PowerPoint • Review for final exam 	Manning & Bucher (2013) Chapter 13 & 14	
15	Final Exam		• Final Exam

VI. Evaluation Methods

Student achievement will be evaluated through four broad activities: (4) Discussion Board Activities; (2) Written Assignments; (3) Case Study Activities; (3) Quizzes / Tests:

Assignment	Point Value	% of Total Grade
Discussion Board and Reflective Comments		
Discussion Board on Behavioral Issues Confronting Educators	2	~2%
Discussion Board on Behavioral Issues Confronting Parents	2	~2%
Parenting Advice Column Posting	4	~4%
Discussion Board Comment on Parenting Advice Posting	2	~2%
Written Assignments		
One-Page Summary of Key Terms	10	~7%
YouTube Video Critique	10	~7%
Case Study		
Data Analysis	10	~7%
Functional Behavioral Assessment	15	10%
Positive Behavior Plan	15	10%
Quizzes / Exams		
Quiz 1	20	~12%
Quiz 2	20	~12%
Final Exam	40	~25%
TOTAL	150	100%

Each broad activity with corresponding specific assignments and their respective point values are summarized below.

Discussion Boards (Total of 10 points)

- Discussion Board on Behavioral Issues Confronting Parents and Educators (4 points)
Using an asynchronous format, students will provide a brief summary of one or two main issues confronting contemporary parents and educators. These reflections will be based on a multitude of sources, including required readings and internet sources. A general grading rubric for this assignment is provided on the course website.

- **Parenting Advice Column Posting (4 points)**

Students will search electronic and print materials to identify a Parenting Advice Column (or blog, article, etc.) that addresses a behavioral issue related to raising a child. Students will post this Parenting Advice Column to a Discussion Board and offer one reflection on the issue presented in the column/blog/article. A general grading rubric for this assignment is provided on the course website.

- **Comment on Parenting Advice Column Posting (2 points)**

Students will review at least one Parenting Advice Column Posting provided by a classmate in the above assignment. A reflection, counterpoint, or other comment of their peer's posting will be graded using the rubric provided on the course website.

Written Assignments (Total of 20 points)

- **One-Page Summary of Key Terms (10 points)**

Students will read the relevant chapter for the assigned topic and provide a one-page summary of key terms. Assignments requirements include providing a definition of each key term and an example of that key term that was not offered in the text. Key terms will be identified by the instructor in advance to facilitate a focused review. A sample list of terms, assignment directions, and grading rubric are provided on the course website.

- **YouTube Video Critique (10 points)**

Students will locate a video on YouTube or a similar website that is created by an educator in which his/her perspective on behavior management is highlighted. Any area of behavior management, including individual, classroom, or school wide, can be the focus of the video. Students will post the link to this video and provide a brief reflection on this video. The same rubric used for the Discussion Boards will be used and is provided on the course website.

Case Study (Total of 40 points)

- **Data Analysis (10 points)**

Students will be provided with observational data of a fictional child's classroom behavior. Students will be guided in summarizing these data and drawing conclusions concerning the hypothesized antecedents and consequences for maintaining the targeted behavior. This analysis will provide the basis for completing the Functional Behavioral Assessment and Behavioral Plan projects. A rubric is provided on the course website.

- **Functional Behavioral Assessment (15 points)**

Utilizing the data provided by the instructor, students will complete a Functional Behavioral Assessment (FBA) for the fictional student using the recommended forms provided by the Pennsylvania Department of Education. The FBA will include a summary of the observational data, antecedent and consequence factors, and hypotheses regarding the function of the targeted behavior. A rubric will be provided in advance and posted on the course website.

- Positive Behavior Plan (15 points)

Utilizing the FBA, students will complete a Positive Behavioral Plan (PBP) for the fictional student using a competing behavior pathway approach. The PBP may include intervention strategies for manipulating antecedents, environmental redesign, and teaching of alternative behaviors. The students will organize their behavior plans using templates provided by the instructor. A rubric is provided on the course website.

Traditional Tests (Total of 60 points)

- Quiz 1 (20 points)

Quiz 1 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding behavioral theories. Quiz 1 will be completed online via D2L and will assess mastery of content covered from the beginning of the semester. Quiz 1 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 1 is reviewed. Quiz 1 must be completed within 48 hours.

- Quiz 2 (20 points)

Quiz 2 will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how adolescent development affects the educational process. Quiz 2 will be completed online via D2L and will assess mastery of content covered from Quiz 1 to the latest topic covered in the syllabus. Quiz 2 will be made available via D2L at the conclusion of the last topic in which information assessed on Quiz 2 is reviewed. Quiz 2 must be completed within 48 hours.

- Final Exam (40 points)

This summative Final Exam will include a combination of multiple choice and short answer items. Responses will be evaluated with respect to accuracy and amount of substantive content; evidence of understanding of material covered in readings, PowerPoints, and discussions; and depth of awareness regarding how classroom management affects the educational process. The Final Exam will be completed online via D2L and will assess mastery of content covered across the entire semester. Quiz 2 will be made available via D2L on the last day and must be completed within 48 hours.

Letter grades will be assigned following this schedule:

Points Earned	Percentage of Points	Letter Grade
135-150	90-100	A
120-134	80-89	B
105-119	70-79	C
90-104	60-69	D
<89	<59	F

VII. Class Procedures and Policies

E-mail

Students are required to access and use their IUP e-mail addresses for this course. Class distribution of materials will often be accomplished via your iup.edu email account only. It is essential that students use their IUP e-mail address for communication in this class and to receive important University-wide information.

Lateness of Assignments

Assignments submitted late will receive a 10% grade deduction for each day the assignment is late. Be advised that electronic submissions are automatically date/time stamped so assignments must be submitted by the start of class on day the assignment is due. Electronically submitted assignments that are past due will receive point deductions as indicated above.

Writing Assistance

The Writing Center, located in 218 Eicher Hall (on Grant Street), is available to all IUP students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: (724) 357-3029; email: w-center@iup.edu; or on-line at <http://www.wc.iup.edu/default.htm>.

APA Style

Students are expected to follow stylistic guidelines of the American Psychological Association (2009) for all papers, including grammar, spelling, punctuation, and word usage.

Plagiarism / Cheating

Academic integrity is expected, and academic misconduct will not be tolerated. Events related to cheating on any assignment or plagiarizing someone else's work will be handled according to University and Department policies.

Students with Disabilities

In compliance with the Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act (ADA)*, students with documented disabilities, including those with hearing or sight loss, are invited to confidentially share their needs with the instructor as soon as possible. All University-approved accommodations for students with disabilities will be provided to the fullest extent possible. For more information about your right to accommodations, please visit the Disability Support Services in 216 Pratt Hall or on their website at <http://www.iup.edu/home.aspx?id=4423>.

APSCUF Pledge

APSCUF is the Association of Pennsylvania State College and University Faculties. We uphold the highest standards of teaching, scholarly inquiry, and service. We are an organization that is committed to promoting excellence in all that we do to ensure that our students receive the highest quality education.

VIII. Special resource requirements

Access to appropriate technology

IX. Bibliography

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Appendix D: Discussion Board Rubric
(for illustrative purposes)

Criteria	1	0.5	0	Points Earned
Organization/Content	Clear and logical organization and accurate response	Some disorganization to response or vague content	Much of the response is disorganized or inaccurate	
Relatedness	Highly related to context / prompts provided	Somewhat related to context / prompts provided	Vague relatedness to context / prompts provided	
TOTAL (out of 2):				2

**Appendix E: Summary of Key Terms Rubric
(for illustrative purposes)**

Criteria	1	0
Key Term #1	Term is accurately defined.	Term is not accurately or completely defined
Example for #1	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Key Term #2	Term is accurately defined.	Term is not accurately or completely defined
Example for #2	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Key Term #3	Term is accurately defined.	Term is not accurately or completely defined
Example for #3	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Key Term #4	Term is accurately defined.	Term is not accurately or completely defined
Example for #4	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
Key Term #5	Term is accurately defined.	Term is not accurately or completely defined
Example for #5	The example accurately characterizes or reflects the meaning of the term.	Little to no applicability to term.
TOTAL = out of 10		

Appendix F: Functional Behavioral Assessment, Assignment and Rubric

Lesson Objective:

This lesson is a continuation from the Case Study: Data Analysis. This lesson will address the following Course Objectives:

2. Use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors
3. Describe sound educational approaches to the prevention of behaviors and relate the role of the student motivation to the prevention of challenging behaviors
4. Analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to the challenging behaviors
5. Develop specific intervention programs for the remediation of challenging behaviors
6. Comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention
7. Describe manifestations of specific behavior challenges
8. Apply specific strategies to meet the special behavioral needs of some students
9. Perform a functional assessment of persistent behaviors and utilize this information to formulate interventions

Readings:

Students will have read Chapters 1-7 at this point in the course, thus aware of salient issues related to behavior management and modification. Moreover, students are increasingly aware of the function behaviors serve and the role reinforcement or punishment plays in maintaining these behaviors. As such, students are beginning to understand how they, as future educators, need to consider student behavior when creating and delivering instruction and evaluating students' progress on academic goals.

Students will also read a few web-based resources or watch webinars/videos regarding behavior modification, specifically the application of systemic approaches to conducting Functional Behavioral Assessments:

- “Challenging behavior and FBA’s” from the Skills Live Channel (Yakos, 2012) available at <http://www.youtube.com/watch?v=opEMynANShI>
- Read the “Practical Functional Behavioral Assessment Training Manual for School-Based Personnel” from the Office of Special Education Programs Technical Assistance Center at http://www.pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf

PowerPoint Presentation

See Appendix H below

Assignment:

To integrate and apply understandings gained from information learned in class and readings, this assignment requires students to complete a Functional Behavioral Assessment using the information provided to the student in the form of a case study, with observational data provided for the student. Students will have completed the data analysis assignment using the observation data prior to the completion of this assignment. The objectives of this assignment are to: 1) be able to demonstrate an understanding of how biological, social, affective, and environmental factors may serve to initiate, sustain, or end a target behavior; 2) use observational data to provide a summary of the behavior of concern; 3) identify antecedent and consequence factors related to the target behavior; 4) develop testable hypotheses regarding the function of the behavior of concern.

This information will then be integrated into the Functional Behavioral Assessment Worksheet provided by the Pennsylvania Training and Technical Assistance Network, Pennsylvania Department of Education at

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CDOOFjAA&url=http%3A%2F%2Fwww.iu1.k12.pa.us%2Fspecial%2Ffiles%2Fforms%2FfunctionalBehavioralAssessmentWorksheet.doc&ei=2jR5UeyQAum10AHYvICQAO&usg=AFQjCNGMj0rHhQXrBQYrKONKNUPy-BUrJw&sig2=1z66JJjSrij2M0hyEjY3tag&bvm=bv.45645796.d.dmQ>

Assignment Due Date: Write-up submitted via D2L drop-box by the end of Week 8.

STEP 3: SUMMARY	
History of Interventions for Current Behavior of Concern	
Antecedent (prevention) strategies	Consequence strategies
Direct Observation Summary (attach graphic representation of observation data collected) 1. Describe how often the behavior of concern occurs, how long it lasts, and at what intensity it occurs? 2. Describe any patterns to the occurrence of the behavior of concern.	
Antecedent and Consequence Factors 1. Describe the antecedents that are present when the behavior of concern occurs. 2. Describe the consequences that appear to be maintaining the behavior of concern.	
Hypothesis Regarding Function of the Behavior of Concern (The team may identify more than one hypothesis.)	
1. When _____ (antecedent to behavior of concern) _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior)	
2. When _____ (antecedent to behavior of concern) _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior)	

10 Revised July 2004

Assignment Rubric:

<u>CRITERIA FOR PBS PLAN</u>			
POINTS:	3	2	1
Accurate review of previously used antecedent and consequence intervention strategies	Both antecedent and consequence strategies are accurately reported	Only antecedent or consequence strategies are accurately reported	Strategies are not accurately reported
Observation data are summarized to describe topographical characteristics and patterns of occurrence	Both topographical and patterns of occurrence are accurately summarized	Only topographical or patterns of occurrence are accurately summarized	Neither topographical or patterns of occurrence are accurately summarized
Antecedent and consequence factors are accurately summarized	Both antecedent and consequence factors are accurately summarized	Only antecedent and consequence factors are accurately summarized	Neither antecedent or consequence factors are accurately summarized
A functional hypothesis is provided that accurately identifies the antecedent and the function of the target behavior	Both the antecedent and the function of the target behavior are accurately reported	Only the antecedent or the function of the target behavior are accurately reported	Neither the antecedent or the function of the target behavior are accurately reported
A functional hypothesis is provided that accurately identifies the antecedent and the function of the target behavior	Both the antecedent and the function of the target behavior are accurately reported	Only the antecedent or the function of the target behavior are accurately reported	Neither the antecedent or the function of the target behavior are accurately reported

Appendix G: Positive Behavior Plan, Assignment and Rubric

Lesson Objective:

This lesson is a continuation from the Case Study: Functional Behavioral Assessment assignment summarized in appendix F. This lesson will address the following Course Objectives:

2. Use appropriate data collection procedures to determine the frequency, severity, and intensity of behaviors
3. Describe sound educational approaches to the prevention of behaviors and relate the role of the student motivation to the prevention of challenging behaviors
4. Analyze behavior from an operant viewpoint; identify antecedents and consequences which contribute to the challenging behaviors
5. Develop specific intervention programs for the remediation of challenging behaviors
6. Comprehend the communicative function of challenging behaviors and the role of social skills development in prevention and intervention
7. Describe manifestations of specific behavior challenges
8. Apply specific strategies to meet the special behavioral needs of some students
9. Perform a functional assessment of persistent behaviors and utilize this information to formulate interventions

Readings:

Students will have read Chapters 1-9 at this point in the course, thus aware of salient issues related to behavior management and modification. Moreover, students are increasingly aware of how behavior affects the learning process. As such, students are beginning to understand how they, as future educators, need to consider student behavior when creating and delivering instruction and evaluating students' progress on academic goals.

Students will also read a few web-based resources or watch webinars/videos regarding behavior modification, specifically the application of systemic approaches using Positive Behavior Supports:

- "Positive Behavior Support" from the Technical Assistance Center on Social Emotional Intervention for Young Children (Fox & Duda, 2008) available at http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CElOFjAB&url=http%3A%2F%2Fwww.challengingbehavior.org%2Fexplore%2Fpbs_docs%2Fpbs_complete.doc&ei=wK1xUda7CKes0AHsm4GIAw&usq=AFOjCNFbbpyBoxKeBOge-IGMGvrhSha2jO&sig2=JgvqCrns0T3PBu5fO0fa2w&bvm=bv.45373924.d.dmO
- "Oakdale Elementary Student Rap Song" from the Office of Special Education Programs Technical Assistance Center at http://www.pbis.org/swpbs_videos/oakdale_song.aspx
- Read peer-reviewed journal article such as "Positive Behavior Support: Evolution of an applied science" by Carr, Dunlap, Horner, Koegel, Turnbull, Sailor, Anderson, Albin, Koegel, & Fox (2002) in *Journal of Positive Behavior Interventions* available at http://www.apbs.org/new_apbs/files/PBSevolutions.pdf

PowerPoint Presentation

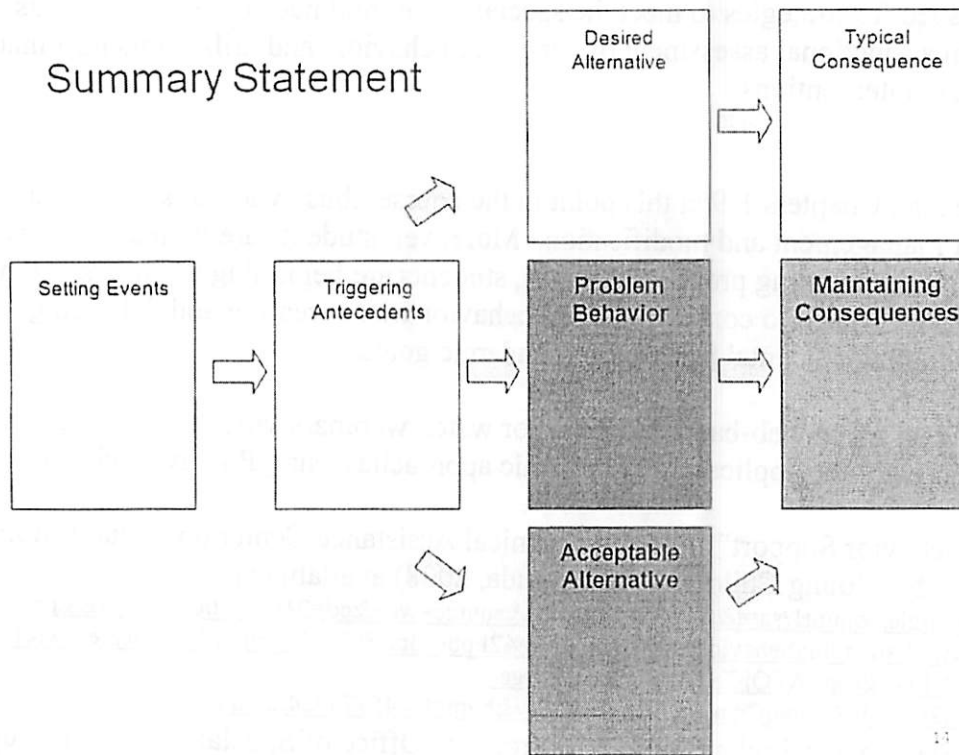
See appendix I

Assignment:

To integrate and apply understandings gained from information learned in class and readings, this assignment requires students to design a Positive Behavior Support Plan using a competing behavior pathways chart for a fictional student. The objectives of this assignment are to: 1) be able to accurately complete a competing behavior pathways chart for a fictional student; 2) understand and be able to describe the rationale for alternative functionally equivalent replacement behavior; 3) understand how to link competing behavior pathways to the behavior plan.

Construct a “Competing Behavior Chart”

- Using the functional assessment summary statement
 - Define alternative or competing behaviors, and the contingencies associated with them
 - Select intervention procedures



This information will then be integrated into a behavioral support plan using forms provided by the Pennsylvania Department of Education at www.pattan.net.

Assignment Due Date: Write-up submitted via D2L drop-box by the end of Week 10.

Assignment Rubric:

<u>CRITERIA FOR PBS PLAN</u>			
POINTS:	3	2	1
Define problem behaviors in observable and measurable terms	Two problem behaviors are defined in observable and measurable terms	One problem behavior is defined in observable and measurable terms or two are poorly defined	No problem behaviors are defined or the behaviors are poorly defined and not measurable
Describe setting events, antecedents, and consequences of behavior	Accurate description of setting events, antecedents, and consequences of behavior is provided	An incomplete description of setting events, antecedents, or consequences of behavior is provided	No description is provided or an inaccurate description of setting events, antecedents, and consequences of behavior is provided
Describe proposed functions of the behavior	The function of the behavior is stated	The function of the behavior is poor stated or supported by the data	The function of the behavior is inaccurately stated or untenable
Describe suggested intervention strategies for the problem behavior(s) and how they might be implemented	Intervention strategies are provided and are clearly linked to the problem behavior	Intervention strategies are provided but are not clearly linked to the problem behavior or may lack clarity	Intervention strategies are not provided or are unrelated to the problem behavior
Complete the Competing Behavior Pathway Chart using the results from the Functional Behavior Analysis	An accurate Competing Behavior Pathway Chart is present for both behaviors	An accurate Competing Behavior Pathway Chart is present for only one behavior	An inaccurate Competing Behavior Pathway Chart is present for one or both behaviors

Appendix H: Functional Behavioral Assessment, PowerPoint Presentation

Functional Behavioral Assessment

The role of FBA in guiding interventions to change behavior

Agenda

- A review of some behavioral basics
- FBA: What? Why? and How?
- Conducting an FBA
- Conducting a legal FBA

Behaviorism and Operant Conditioning

"Behavior is a function of the person interacting with the environment" (Witt, VanDerHeyden, Gilbertson, 2004, p. 363)

"The external variables of which behavior is a function provide for what may be called a causal or functional analysis. We undertake to predict and control the behavior of the individual organism" (Skinner, 1953, p. 35).

- The environment provides an organism with a variety of positive and negative consequences, and these consequences cause the organism to either display or withhold the behaviors that preceded them.

Consequences

		EFFECT	
		Behavior Increases	Behavior Decreases
OPERATION	Stimulus Applied	Positive Reinforcement	Positive Punishment
	Stimulus Removed	Negative Reinforcement	Negative Punishment

Functional Behavioral Assessment (FBA)

- Functional Behavioral Assessment can be understood as a specific methodology or approach that falls within the broader scope of applied behavioral analysis (Steege & Watson, 2008).
- The central tenet of FBA is based upon its employment of a systematic and detailed data gathering methodology designed to understand and describe the reasons *why* behaviors occur (Dragow et al., 2000; Conroy, et al., 2000; Fox, Gunter, Davis & Brill, 2000).
- AKA -
- The Antecedents and Consequences of Behavior

Antecedent Defined

"An *antecedent* is any event or stimulus that occurs before a behavior occurs" (Watson & Steege, 2003, p. 35).

- Serve as *trigger* for the behavior
- Purpose of an FBA is to first identify these antecedents
- Determine which are directly related to *triggering* the target behavior
 - There may be more than one trigger

Consequence Defined

- "A consequence is any event or stimulus that occurs after a behavior"
- There may be many things that happen after a behavior
- FBA is process for identifying which event(s) maintain (reinforce) the target behavior.
 - There may be more than one or it may change (dynamic)

A distinction between *Form* and *Function*

- Form is frequently discussed in terms of the *Topographical* nature of a behavior
- Function of behavior (*Why it is occurring*) leads to better interventions
 - A. Taylor, a 15 year old who reads at a second grade level, feels embarrassed to be seen with an elementary text and reacts by throwing his reading book across the room and using inappropriate language to inform the teacher that he does not intend to complete his homework.
 - B. Sarah, an eight year old who reads Stephen King novels for recreation, finds her reading assignments boring and, therefore, shoves her book and workbook to the floor when the teacher comments on her lack of progress.
 - C. Carla, a 12 year old who has problems paying attention, is so overstimulated by what she sees out of the window and hears in the nearby reading group, she slams her text shut and loudly declares that she cannot work.
- Similar Topography, but different function

So, how does an FBA work?

- “The purposes of all activities within the FBA domain are to determine under what conditions a behavior is most likely to occur (*Antecedents*) and what happens in the environment as a result of the behavior and maintains that behavior (*Consequences*)” (Watson & Steege, 2003, p. 34).
- An FBA differentiates between antecedents and consequences that are ASSOCIATED with a targeted behavior and those that are a FUNCTIONALLY related to that behavior.
 - A functional relationship is a Cause \longrightarrow Effect relationship

Example: Association

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*throwing materials, yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The teacher concludes that the math worksheet is the triggering event (antecedent) and avoiding the work is maintaining the behavior (consequence/reinforcer).

Example: Function

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*throwing materials, yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The school psychologist intern conducts an FBA in which she systematically collects information. After analyzing the data that she gains during her observations, she concludes that:
 - When given long verbal instructions prior to an assignment (trigger) Mark engages in disruptive behaviors to stop the verbal instructions (consequence/reinforcer).

Functions of Behavior

- Three types (Watson & Steege, 2003)
- GAIN (*positive reinforcement*)
 - Social attention, access to activities, access to tangibles
- ESCAPE (*negative reinforcement*)
 - Avoidance of aversive stimuli or situations
- SENSORY (*automatic positive and negative reinforcement*)
 - Stimulation and cognitively mediated events

Purpose of FBA (Watson & Stoegge, 2003)

- Identify the behaviors that interfere with academic or social development
- Describe interfering behaviors in a clear, unambiguous terms
- Identify environmental variables that trigger behavior
- Identify environmental variables that reinforce behavior
- Identify possible individual differences that may contribute to the occurrence of the behavior
- Identify possible replacement behaviors
- Identify possible interventions

Conducting an FBA

- Indirect
 - *Review of records, behavior rating scales, interviews, social skills assessments, academic assessments*
 - **Purpose:**
 - Identify the behaviors that interfere with academic or social development
 - Describe interfering behaviors in a clear, unambiguous terms
 - Identify environmental variables that trigger behavior
 - Identify environmental variables that reinforce behavior
 - Identify possible individual differences that may contribute to the occurrence of the behavior
 - Identify possible replacement behaviors
 - Identify possible interventions
- Direct Descriptive
- Functional Behavioral Analysis

Conducting an FBA

- Indirect
- Direct Descriptive
 - *Anecdotal record keeping, ABC assessments, scatterplot, descriptive assessment*
 - **Purpose:**
 - Data on occurrence of behavior within context of environment and environmental events
- Functional Behavioral Analysis

Conducting an FBA

- Indirect
- Direct Descriptive
- Functional Behavioral Analysis
 - *Structural Analysis and Consequence Analysis*
 - **Purpose:**
 - To determine functional relationships between variables (Shriver, Anderson, & Proctor, 2001)
 - Experimentally demonstrates cause and effect relationship
 - Arranging antecedent conditions and observe behavior
 - Arranging situations and contingent consequences

Example: Structural Analysis

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The teacher concludes that the math worksheet is the triggering event (antecedent) and avoiding the work is maintaining the behavior (consequence/reinforcer).

Example: Structural Analysis

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The school psychologist intern conducts a structural analysis in which she has the teacher systematically present the student with six sets of math worksheets, with three being easy and three being difficult. She observes and records the occurrence of the behavior. After analyzing the data that she gains during her observations, she concludes that:
 - Data analysis showed that the target behavior occurred at much higher rates during presentation and completion of difficult worksheets and low rates when presented easy math sheets.

Example: Consequence Analysis

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The teacher concludes that the math worksheet is the triggering event (antecedent) and avoiding the work is maintaining the behavior (consequence/reinforcer).

Hypothesis Regarding the Function of the Behavior

- When _____ (antecedent to behavior) _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior).
- For Example:
 - When given instructions from the teacher to complete a math worksheet (antecedent to behavior) Mark (student) yells at the teacher (behavior of concern) in order to avoid completing difficult math worksheets (perceived function of the behavior).

Example: Consequence Analysis

- Mark, a 14 year old autistic student, exhibits disruptive behaviors (*yelling at the teacher*) after being given instructions from the teacher to complete a math worksheet.
- The school psychologist intern conducts an Consequence Analysis given that observations suggest that the student is both gaining attention from teacher and avoiding work. To clarify the reinforcing behavior, teacher is asked (prior to observation) to provide attention or escape contingent upon the yelling behavior. After analyzing the data that she gains during her subsequent observations, she concludes that:
 - Data analysis showed that the target behavior was three times more likely to occur during the attention contingency then escape.

Hypothesis Regarding the Function of the Behavior

- When _____ (antecedent to behavior) _____ (student) _____ (behavior of concern) in order to _____ (perceived function of the behavior).
- For Example:
 - When given instructions from the teacher to complete a math worksheet (antecedent to behavior) Mark (student) yells at the teacher (behavior of concern) in order to avoid completing difficult math worksheets (perceived function of the behavior).

The legally defensible FBA (Draggan & Yell, 2001)

- To be complete and legally defensible, the FBA must include:
 - The behavior is defined operationally
 - The behavior can be predicted to occur
 - The function of the behavior is defined
- Watson and Steege (2003) also recommend:
 - A positive behavioral support plan
 - Designed based on FBA
 - Implemented with integrity
 - Monitor progress
 - Modified as needed

According to the Pennsylvania Department of Education...

- Individualized Functional Behavioral Assessment (FBA) is used in instances where behavior interferes significantly with the student's learning or that of his/her peers. Effective classroom management approaches embedded within effective instructional design and delivery appropriately address the majority of behavioral issues occurring in classrooms.

In conclusion

- FBA is a process for gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan (PBSP) (Riffel, 2007). The identification of the function or purpose of a behavior of concern, guides a team through the development of function-based strategies. Function-based behavior plans are an effective method of eliminating target behaviors, developing positive proactive behaviors and increasing academic achievement (Spangor & Coffey, 2009; Urdorn, 1998; Longtin, Linn, 2007)

In conclusion

- An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through §300.311 to assist in determining whether the child is, or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan (PBSP). ***As with other individualized evaluation procedures and consistent with 34 CFR §300.300 (a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.***

In conclusion

- The ultimate goal of an FBA is to develop a testable hypothesis. The hypothesis is based on measurable and observational data, which leads a school team to identify the function of the behavior of concern. The information gathered through the FBA process identifies the situations or circumstances when the student engages or does not engage in a target behavior, and identifies the consequences that reinforce the student's engagement in that behavior. This identification process leads to the development of a testable hypothesis (Figure 3).
- A hypothesis derived from a completed FBA must provide (a) a precise definition of the target behavior, (b) the antecedent conditions under which the behavior does or does not occur, (c) the consequences that consistently maintain the behavior, and (d) the perceived function the behavior serves the student.

Appendix I: Positive Behavior Plan, PowerPoint Presentation

Choosing Interventions for Students with Interfering Behaviors

Developing a Behavior Plan

Level 1: Troubleshooting Problem Definition and Data Collection

- Has the problem has been operationally defined (e.g., through a behavioral interview)?
- Has progress monitoring been conducted?
- Have measurable goals been set?

Troubleshooting Behavioral Interventions (based on Witt, VanDerHeyden, & Githersoon, 2004)

- **Level 1:** Is the problem defined correctly and a data collection system in place?
- **Level 2:** Are classroom fundamentals in place?
- **Level 3:** Have previous attempts to intervene be conducted with adequate fidelity?
- **Level 4:** Should the intervention be changed?

Level 2: Troubleshooting Classroom Fundamentals

Step 1: Check if data show that most students are succeeding in the curriculum.

- Do group test scores show that most students are proficient on basic skills for their grade level?
- Do most students perform assigned tasks with high accuracy rates?
- Are students assigned independent reading at their instructional levels?

Step 3: Check if academic skills are taught appropriately.

Check if hallmarks of effective teaching are in place, including:

- Clear directions
- Guided and independent practice
- Frequent opportunities to respond
- Meaningful corrective feedback
- Sufficient academic engaged time
- Direct teaching to task proficiency

Step 2: Check if data show that most students are behaving appropriately.

- Rule of thumb:
 - During observation, do comparison peers display appropriate behavior (e.g., are on task) greater than 70%?
- Rule of thumb:
 - Do most students transition between activities in less than four minutes?

Step 4: Check if appropriate classroom management techniques are in place.

- Are sensible and clear classroom rules posted?
- Have students been directly taught the rules, including examples and non-examples?
- Are there direct and understood consequences for both rule compliance and rule non-compliance?

Decision Point

- If the student's reported and/or observed interfering behavior is fairly typical for the entire group,
- Or, if the interfering behavior is a likely result of a lack of appropriate instruction or management,
- A class-wide intervention, rather than an individual student intervention, should be selected.

Check if the following hallmarks of effective implementation are in place.

- Is the strategy acceptable to the teacher?
- Was the intervention scripted?
- Was the intervention directly taught to the teacher?
- Was peer coaching used to establish the intervention?
- Was the teacher given feedback on his/her follow-through with the intervention?

Level 3: Troubleshooting Intervention Integrity

Or, what to do if an intervention has already been tried,
or if one that you suggest is not working.

Level 4: Choose an effective intervention
(based on a functional analysis).

The following steps can also be used to evaluate
interventions that are already in place.

Manipulating Antecedents

- Maintaining an instructional level.
- Providing sufficient repetitions.
- Sending clear messages.
- Adapting instruction (planning scaffolds for learning).

Reinforcement Hierarchy

- Self-reinforcement (e.g.,
- Task embedded (e.g., choice of reading assignment)
- Social (e.g., praise)
- Tokens (e.g., gold stars that are used to earn a reinforcer)
- Preferred Activities (e.g., computer time)
- Tangibles (e.g., colored pencil or sticker)
- Appetitive (e.g., food)

Manipulating Consequences

- Positive Reinforcement
- Shaping
- Token Economies
- Level Systems
- Contracts
- Group Contingencies
- [Click here for more information on strategies for teachers](#)

Delivering Reinforcement: IFEEED

- Immediately
- Frequently
- Enthusiastically
- Eye contact
- Describe the behavior

Jensen (nd)

Schedules of Reinforcement

- **Continuous (CRF):** (1:1) best rate of acquisition, with rapid satiation and rate of extinction
- **Intermittent:**
 - **Ratio schedule (responses)**
 - **Fixed** - relatively high, steady rate of responding (*brief pause after reinforcement*)
 - **Variable** - highest rates of responding (*most resistant to extinction*)
 - **Interval schedule (time)**
 - **Fixed** - low rate of responding and stop after reinforcement
 - **Variable** - response is steady, relatively low rate

Steps in shaping

- Task analyze the terminal behavior.
- Set up a chain of steps toward the terminal behavior (skill sequence).
- Identify where the student is on skill sequence.
- Provide reinforcement (CRF) for performance just above the exact step of the skill sequence.
- Use PRF if you need to build fluency at that step.

Shaping

- Reinforcing increasingly closer approximations to the terminal behavior
- Used when teaching complex behaviors or when rates of completion are at very low levels.

Token Economy Reinforcement Program

- It is a *symbolic reinforcement system* where students receive tokens for specific appropriate behaviors, which may be exchanged for objects or activities that have been identified as reinforcing.
- As students learn to associate the tokens with the purchase of reinforcers, the tokens themselves become reinforcing.

Level Systems

- Students assigned to various levels given their current behavior.
- Higher levels of appropriate behavior earn access to higher valued reinforcers.
- Move up or down the levels depending on behavior (major transgressions moves you down quickly).

Group Contingencies

- Consider delivering a reinforcer for the whole class based on performance of the individual
- Capitalizes on positive peer pressure
- An example:
 - The Good Behavior Game

Contracting

- Stating the contingencies of reinforcement in a written agreement between the teacher and student.
- Contains: expected behavior, conditions, criterion, reinforcer.
- For more information concerning how to use contracting as part of a Behavior Management Menu

Trouble-shooting reinforcement programs

- Consequence is not reinforcing.
- Behavior not really established using CRF.
- Ratio strain: R+ thinned too quickly.
- Student has satiated (too much R+).
- Using low levels of reinforcement for too long.

Contingencies to Decrease Behavior

- Response Cost
- Time Out
- DRO/DRA/DRI
- Over-correction
- Restitution

Strategies for Differential Reinforcement

- Differential reinforcement of other behaviors (DRO)
 - *A reinforcing stimulus is delivered contingent on the target behavior not being emitted for a specified period of time.*

Least Intrusive Alternative Hierarchy

- Level I: Strategies of differential reinforcement
- Level II: Extinction
- Level III: Removal of a desirable stimuli
- Level IV: Presentation of aversive stimuli
 - Overcorrection procedures

Strategies for Differential Reinforcement

- Differential reinforcement of other behaviors (DRO)
- Differential reinforcement of incompatible behaviors and alternative behaviors (DRI or DRA)
 - *DRI-reinforcing a topographically incompatible behavior with the behavior targeted for reduction*
 - *DRA-reinforces the occurrence of a behavior that is an alternative to the behavior targeted for reduction*

DRA: Reinforcing alternative behaviors

- **Alternative to DRI if no incompatible behaviors exist**
- **Alternative behaviors should serve the same function as the target behavior (e.g., escape or gain)**
- **Alternative behaviors should be viewed as more appropriate and acceptable, but still effective in serving the function (student obtains the reinforcer)**

Three Types of Punishment

- **Response Cost- negative punishment**
- **Time Out - negative punishment**
- **Overcorrection - positive punishment**

Extinction

- **Reduces behavior by abruptly withdrawing or terminating the positive reinforcer that maintains an inappropriate target behavior**
- **Often used when teacher attention is the natural reinforcer: Planned ignoring**

Examples of Response Cost/Time Out

- **Time out**
- **Turn off the favorite television program**
- **Removal of a teenager's telephone**
- **Paying a fine**
- **Lose tokens**

Overcorrection

- The purpose of overcorrection is to teach students to take responsibility for their inappropriate acts and to teach them appropriate behavior
- Correct behavior is taught through an exaggeration of experience

Teaching Replacement Skills

- Teach the student an alternative behavior that serves *the same function as the problem behavior.*

Teaching Alternative Skills

- Replacement Skills
- Self-management Skills
- Self-regulation (Coping) Skills
- Social Skills

Guidelines for Teaching Replacement Skills

- Make sure the new behavior really does produce the same function.
- Teach easy skills (not more difficult to do than the problem behavior).
- Teach skills that will have an immediate pay-off.
- Teach before the problem behavior occurs, not as a consequence.
- Teach skills that can be used in multiple settings.

(Barbara & Knoster, 1998)

"How to..."

- Describe the new behavior.
- Demonstrate the behavior.
- Tell when to use the behavior.
- Have the student practice the behavior in a simulated situation.
- In the real situation, prompt the behavior (reminders).
- Reinforce the behavior.

Self-regulation Skills

- Teaching students skills that can be used to manage difficult feelings or situations can be very effective way to improve behavior in the classroom.
- For example:
 - Anger management
 - Conflict resolution
 - Relaxation techniques
- Click [here](#) to read more about strategies for managing defiance or non-compliance in students.

Types of Self-Management Procedures

- Self-management has two components, measurement and evaluation, click [here](#) for more information on how these are used in a classroom setting.
- The following terms are also important for using self-management in the classroom (click on the links for examples and resources):

[Self-Recording](#)

[Self-Evaluation](#)

[Self-Instruction](#)

Teaching Social Skills

- Some students don't have simple social skills ("can't do" versus "won't do" problems).
- These skills may need to be taught explicitly (just like academics).
- Teaching to acquisition and generalization are equally important.

Generalization

- The plan to establish the new skill in other natural contexts needs to be as careful and explicit as teaching the acquisition of the skill.

Positive Behavior Support (PBS)

- PBS is a process for understanding and resolving the problem of children, [click here to read more](#).
- Behavior Support Plans are used to change problem behaviors through the use of:
 - Prevention strategies
 - Instruction of replacement skills
 - Consequence strategies
 - Long term strategies and outcome goals

General Principles of Generalization

- Need to project to real-life environments (regular classroom, home, community).
- Use the "good-enough" criterion – the behavior is good enough to achieve the outcome.
- The acquired behavior needs to be taught in the real-life context (e.g., community based instruction).

Prevention strategies

- Strategies that may be used to reduce the likelihood that the child will engage in the problem behavior.
- These strategies focus on antecedents of the problem behavior and include:
 - Environmental arrangements
 - Changes in activities
 - Use of prompts
 - Changing expectations

Replacement Skills

- Skills that are taught to the student and are used to replace the problem behavior
- The new behavior is differentially reinforced in order to increase the likelihood that it will be used.
 - Remember DRO, DRA, DRI?

Long term strategies

- This section of a behavior plan focuses on the long-term goals
 - For example,
 - Develop friendships with peers
 - Graduate from high school

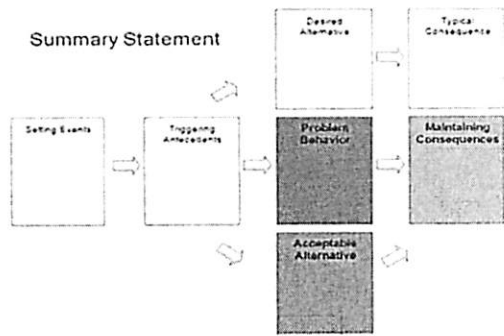
Consequence Strategies

- Guidelines for how the adults will respond to problem behavior in order to avoid reinforcing/maintaining the behavior.
 - This also includes plans for reinforcing the use of new skills or appropriate behavior

The behavior plan

- Behavior plans come in many forms, click [here](#) for an example.
- For your class project, we will be using a competing behavior chart to summarize the information contained in the behavior plan.
 - The behavior plan can be downloaded from PaTTAN, click [here](#).

Competing Behavior Chart



For next week...

- Discuss approaches for monitoring progress and evaluating if behavior plans are successful.

