

EDCP 630
School-Based Behavioral Interventions

Sylvia Rosenfield, Professor
Phone: 301-405-2861; email: sr47@umail.umd.edu
Arlene Silva, Teaching Assistant
aesilva@umd.edu

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Course Objectives:

This course focuses on developing a problem solving orientation to academic and behavior problems in the classroom and school. Consistent with the scientist-practitioner and reflective practitioner models, theory, applications and research on behavioral and cognitive/ behavioral interventions are stressed. By the end of this course the student should:

1. Be able to describe the problem solving process.
2. Be able to define, assess, and record behavior in observable and measurable terms.
3. Have knowledge of evaluation of behavioral intervention programs using small N designs such as reversal, and multiple baseline designs;
4. Be able to design behavioral and cognitive behavioral programs in school settings.
5. be able to apply behavioral and cognitive/behavioral knowledge and techniques to specific school based issues, such as enhancing academic performance, or reducing inappropriate behavior.

Required Text:

Miltenberger, R. (2004). Behavior modification: Principles and procedures (3rd ed.). Belmont, CA: Wadsworth/Thompson Learning

Course Requirements:

1. Preparation for class each week, which will include readings in text and/or assignments: Classroom discussion and activities will be based on the assumption that the readings and assignments have been completed. In order to maximize the effective use of class time and your contribution to group activities, it is critical that you be prepared for class each week. (5%)
2. Two exams: Each exam will cover specified materials to ensure that students have mastered the course content. Students will have the opportunity to retake an alternate form of the quiz once if mastery (80%) is not attained on the first administration. The student will receive the higher of the two grades. (40%)
3. Critique of behavior modification research articles (maximum of 5 pages, double spaced): Students will select one behavior modification article on the topic of their behavior modification project and critique the article according to format attached to the course syllabus. (15%)
4. Applied behavior analysis project conducted in a school setting: Students will conduct a behavior modification project with a child or class, teacher, or parent. (40%)

Accommodations

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor.

Academic Integrity

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of UMCP and our professional ethics. Proper citations and integrity in presenting case data are essential professional behaviors. The University has a nationally recognized Honor Code, administered by the Honor Council. The Honor Pledge reads as follows: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." The University Honor Code applies to both undergraduate and graduate students alike, but the implementation may be altered to account for the greater academic experience that typifies graduate students. On your final written assignment, I will ask you to include and sign the Honor Pledge that refers to all of your work for the semester, rather than to write the Pledge on each piece of your work.

Course Outline

1/29	Introduction to Course and Behavior Modification	M, 1
2/5	Defining (Pinpointing) and Observing Behavior Graphing Behavior and Measuring Change	M, 2-3
2/12	Reinforcement/Extinction	M, 4-5
2/19	Functional Assessment	M, 13
2/26	Establishing New Behavior	M, 9, 12
3/4	Establishing New Behavior, Cont.	M, 7, 10, 11
3/11	Exam 1	
3/18	Increasing Desirable/Decreasing Undesirable Behaviors	M, 14-16
3/25	SPRING BREAK	
4/1	No Class (NASP) Research Critique Due	
4/8	Increasing Desirable/Decreasing Undesirable Behavior	M, 6, 17-18,23
4/15	Exam 2	
4/22	Token Economy, Generalization	M, 22, 19
4/29	Self-Management/Cognitive Behavior Techniques	M, 20, 25
5/6	Habit Reversal/Fear/Anxiety	M, 19, 8, 21, 24
5/13	Case Presentations Project Report Due-5/14	