COURSE SYLLABUS

Overview and Goals

You will learn behavioral theories and principles and begin to apply these theories to understand and improve student behaviors across multi-tiered systems of support in the school setting. You will learn about the continuum of school-based behavioral supports from school-wide to individual student supports and how they work together to serve all students effectively. You will develop an understanding of behavior assessment procedures and learn how to develop and implement an individualized behavioral intervention based on the function of the student’s behavior (Tier 3). Through the practicum experience, you will apply your knowledge and skills of behavioral theory and intervention to help school staff improve the behaviors of an individual student.

By the end of this course, you will demonstrate (tools for evaluation):

1. Knowledge of basic behavioral principles and how principles can be applied to decrease undesirable and increase desirable behaviors (exams, practicum, article discussant, special topic presentation);
2. Ability to define and assess behavior in observable and measureable terms (exams, practicum);
3. Understanding of single subject designs for evaluating behavior change (exams, practicum);
4. Knowledge of school-based behavioral intervention strategies across multi-tiered systems of support (exams, practicum, special topic presentation, article discussant);
5. Beginning skills for applying behavioral approaches to improve the behavior of an individual student at school (practicum).

This course addresses, in part, NASP Standard 2.1: Data-Based Decision Making (methods of assessment and data collection; measuring progress and outcomes; data collection strategies; apply results to design, implement, and evaluate response to services and programs). This course supports, in part, the following Program goals, which are consistent with APA’s standards:

- **Scientific Knowledge**: Students will gain knowledge regarding professional competencies including ethical/legal standards, individual and cultural diversity, professional values and attitudes, communication/interpersonal skills, assessment, and intervention.
- **Clinical Practice**: Students will demonstrate knowledge and theory pertinent to mental health service delivery in regard to interventions to address social behavior issues and apply this knowledge to solve identified client problems. Students will provide evidence-based school psychological services, and students will demonstrate knowledge of and adherence to ethical and legal guidelines in their professional work.

Course Requirements

Class Participation, Preparedness, and Engagement (5% of grade):

This course is relies on didactic methods (both instructor- and student-led), group activities and discussion, and experiential learning through the school-based practicum. You should come to class prepared to discuss readings and assignments. You are expected to integrate your practicum experiences with classroom learning by (a) applying what is discussed in class to your work in the school, and (b) bringing relevant topics and questions from the practicum to enrich our class discussions. Further, class will be a forum for receiving supervision and feedback on school cases, thus is it critical
**Weekly Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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| 1/30  | Week 1: Overview of Course and Introduction | Textbooks:  
- M text: Ch. 4-6 (Reinforcement, Extinction, Punishment)  
- C, H, & H text: Ch. 1 (FBA in Schools: History/Current Context)  
- FPR: Ch. 1 (Applied Behavioral Analysis)  

**Articles:**  
**Due:**  
- PGCPS Fingerprinting and Abuse-Neglect Checklist for practicum |
| 2/6   | Week 2: Basic Behavioral Principles and Introduction to FBA  
10 am – Student comes to talk about practicum experience from last year  
Article discussant selections | Textbooks:  
- M text: Ch. 7-8 (Stimulus Control & Generalization, Respondent Cond.)  
- C, H, & H text: Ch. 3 (Conducting FBA)  
- S & W: Ch. 7 (Indirect FBA)  
- FPR: Ch. 11 (Indirect Methods)  

**Articles:**  
**Due:**  
- Signed UMD Behavior Practicum Agreement (meet with school supervisor)  
- Complete p. 2 of in class worksheet on FBA |
| 2/13  | Week 3: Basic Behavioral Principles and Indirect FBA Methods  
11:30-12:30 pm Guest Presentation: Blakely Mulder and Maryke Haasbroek (FBAs and BIPs for Teachers) | Textbooks:  
- M text: Ch. 7-8 (Stimulus Control & Generalization, Respondent Cond.)  
- C, H, & H text: Ch. 3 (Conducting FBA)  
- S & W: Ch. 7 (Indirect FBA)  
- FPR: Ch. 11 (Indirect Methods)  

**Articles:**  
**Due:**  
- Signed UMD Behavior Practicum Agreement (meet with school supervisor)  
- Complete p. 2 of in class worksheet on FBA |
2/20 | Week 4: Applying Behavioral Principles and Direct FBA Methods | **Textbooks:**  
- M text: Ch. 2-3 (Observing/Recording Bx, Graphing Bx Change)  
- M text: Ch. 9-12 (Shaping, Prompting/T of SC, Chaining, BST)  
- S & W: Ch. 6 (Observing/Recording Bx)  
**Articles:**  
  - **ARTICLE DISCUSSANT #1: STUDENT**  
**Due:**  
- Begin DBR online training ([http://dbrtraining.education.uconn.edu/](http://dbrtraining.education.uconn.edu/))  
- Complete the discussion questions from last week

| 2/27 | Week 5: Applying Behavioral Principles and Functional Analysis of Behavior | **Textbooks:**  
- M text: Ch. 14-16 (Applying Extinction, Diff. Reinf., Antecedent Control)  
- S & W: Ch. 9 & 11 (Brief Functional Analysis, Function-Based Interventions)  
**Articles:**  
### Week 6: Function-Based Behavioral Interventions

**Read:**
- M text: Ch. 13 (Understanding Problem Bx)
- C, H, & H text: Ch. 4-5 (Designing BSP, Evaluating/Modifying BSP)
- FPR: Ch. 8 (Single Case Designs)

**Articles:**
  - **ARTICLE DISCUSSANT #2: STUDENT**

### Week 7: Punishment and Ethical/Legal Considerations

**Textbooks:**
- M text: Ch. Ch. 17-18 (Time-Out, Positive Punishment)

**Articles:**

**Due:**
- Complete DBR online training ([http://dbrtraining.education.uconn.edu/](http://dbrtraining.education.uconn.edu/))

### 3/20

**Spring Break – No Class Meeting**
### Week 8: MIDTERM EXAM and Tiered Behavioral Supports in Schools

#### Textbooks:
- C, H, & H text: Ch. 2 (FBA Across All Tiers), Ch. 9 (FBA Academic Concerns), and Ch. 10 (FBA with Preschoolers)

### Week 9: Behavioral Interventions at Tiers 2 and 3

#### Articles:

#### Article Discussant #3: Student

#### Article Discussant #4: Student

**Due:**
- Work on ethical scenarios generated by class last week
- Topic selection for Special Topic Presentation
4/10  Week 10: Behavioral Interventions at Tiers 2 and 3
Case Discussions

Textbooks:
- M text: Ch. 22-25 (Token Economies, Beh. Cont., Fear/Anxiety Reduction)

Articles:
  - ARTICLE DISCUSSANT #5: STUDENT

4/17  Week 11: Behavioral Interventions at Tier 1

Articles:
  - ARTICLE DISCUSSANT #6: STUDENT

Due:
- Select one scholarly article relevant to your special topic presentation and upload to ELMS (these articles will be assigned for next week’s required reading)
### 4/24
**Week 12: Special Topic Presentations**
**Case Discussions**

| Textbooks: | C, H, & H text: Ch. 11 (Technology Trends in FBA) |
| Articles: | **Student assigned articles related to Special Topics** |

| Due: | Special Topic Presentation  
| | Select one scholarly article relevant to your practicum work and upload to ELMS (these articles will be assigned for next week’s required reading) |
## Week 13: Case Conference

### Articles:
- **Student assigned articles related to practicum cases:**

### Due:
- Behavioral Intervention Case Presentation

## Week 14: FINAL EXAM and Course Wrap Up

### Due:
- Wrap up practicum experience
- Behavioral Intervention Case Report (DUE 5/15)