A. Protocol

Course Name: Seminar in Behavior Modification with Practicum  
Course Number: PSY 795  
Credits: 3  
Prerequisites: Advanced Psychology of Learning  
Maximum Class Size (face-to-face): 30  
Maximum Class Size (online): NA  
(Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

1) The student will comprehend the technical vocabulary, concepts and principles of applied behavior analysis, as presented in the psychological literature;

2) The student will comprehend the technical vocabulary and procedures associated with federal and state mandates such as functional behavioral assessment, manifestation determination, and positive behavioral intervention/support plans.

3) The student will be able to apply behavior analysis techniques to the assessment of behavioral strengths and weaknesses for students with disabilities, English Language Learners, as well as regular education students. Assessment includes data collection through indirect and direct procedures in a context that is responsive to the individual needs of the client. Emphasis is placed on the synthesis of assessment data to ensure results that can be utilized in the development of an appropriate intervention to inform instruction for groups and individual students as well as for class and district level interventions.

4) The student will be able to develop and implement research-based interventions for mainstream students as well as diverse learners. Intervention planning will encompass academic and behavioral strategies that are applicable for individuals, classrooms or district-wide implementation.

5) Students will enhance consultation skills through presentation of research and behavior intervention plans to clients, parents, and/or peers.

6) Students will identify and discuss accommodations for diverse learners (e.g., students with disabilities, ELL) in assessment, intervention and consultation.
7) The student will review research in professional journals and apply research findings to the development of solutions for educational and psychological problems for all learners.

8) The student will:
   - conduct a functional behavioral assessment (FBA) and
   - design, implement and evaluate the effectiveness of a positive behavioral intervention/support plan (BIP).

C. Catalog Description:

This course provides the student with the knowledge and skills needed to design, implement, and evaluate behavioral interventions. Interventions applicable to school settings are emphasized and students are required to conduct a functional behavior assessment and to develop/implement a behavior intervention plan.

D. Outline of the Course:

1) Lecture Topics:

   **Week 1**
   - Introduction to Behavior Modification
     - Behavioral Learning theory – Philosophical positions and empirical findings
     - Assessment & Intervention Linked
     - Advantages for schools and children
     - Best practices in making assessment accommodations for diverse needs, including ELL and individuals with disabilities
     - Presentation & response format, timing & setting issues, alternate assessments
   - Classical Conditioning
     - Terms & basic paradigm
     - New findings
     - Applications & educational implications

   **Week 2**
   - Nondiscriminatory Assessment
     - Assess for an intervention; authentic assessment; consider ecology, language & opportunity for learning; evaluate relevant cultural, linguistic, & personal factors; reduce bias in procedures
   - Behavioral Assessment
     - Observable behavior & operational definitions
     - Reasons for collecting data
     - Phases of treatment planning
     - Treatment validity designs
     - Direct & indirect assessment
     - Methods of direct observation
Situational & Individual variables (e.g., disability, culture) impacting assessment & intervention

**Week 3**
Behavioral Assessment (continued)
- Assessing student strengths
- Steps in creating a Behavior Plan
- Promoting generalization
- Class activity on behavioral recording

Operant Conditioning
- Overview
- Positive reinforcement
  - Types
  - How to choose
  - Schedules

**Week 4**
Positive reinforcement (continued)
- Schedules (continued)
  - Points of concern with the use of positive reinforcement

Shaping
- Definition, examples, uses, & concerns

Negative Reinforcement
- Definition, examples, uses, & concerns

Case Study

**Week 5**
Extinction
- Definition, examples, uses, & concerns

Punishment
- Type I & Type II
  - Definitions, examples, uses, & concerns

**Week 6**
Stimulus Discrimination Training
- Definitions, examples, uses, & concerns

Fading
- Definitions, examples, uses, & concerns

Goals of Behavior (misbehavior)

Individual student meetings concerning Behavior Modification Project

**Week 7**
Test 1

Individual student meetings concerning Behavior Modification Project

**Week 8**
Educational Applications of Operant Conditioning for the Classroom
- Writing behavioral objectives
- Programmed Instruction & computer-assisted instruction
- Mastery Learning
- Contingency Contracts
- Group Contingencies
Token Economies

**Week 9**
Functional Behavior Assessment (FBA)
  - FBAs & IDEA
  - Focus on Function
  - Unmet needs & replacement behaviors
  - FBA process (Data collection, Hypotheses formation, Antecedents, Consequences, Replacement behavior, etc.)
  - Informal FBAs
  - Team assessment & Decision making

**Week 10**
Behavior Intervention Plans
  - Linking assessment to intervention
  - Focus on behavioral or academic goals
  - Key components of a Positive Behavior Support Plan
  - Team collaboration & consultation

Sample Case Activity

**Week 11**
Progress Monitoring
Manifestation Determination
  - Definition, examples, uses, & concerns
Mock case – FBA & development of Positive Behavior Support Plan

**Week 12**
Motivation
  - Maslow’s Theory
  - Achievement Motivation Theory
  - Attribution theory

**Week 13**
Safe Schools & District-Wide Positive Behavior Support
  - Developing district policy
  - Providing training to staff, parents & community
  - Early warning signs of danger
  - Prevention Techniques & Direct Intervention

**Week 14**
Cognitive Behavior Therapy
  - Assumptions & common cognitive distortions
  - Difficulties working with children & special needs populations
  - Session structure
  - Ellis & Beck

**Week 15**
Students present research-based interventions supporting their project
  - Students present their Behavior Modification Projects

**Week 16**
Final Exam
Students present their Behavior Modification Projects
2) **Practicum Experience:**

This activity is focused on the Program goals of behavioral assessment, intervention plan, and consultation. It also addresses skill development in professional school psychology such as legal ethical issues. This activity will require a **minimum of 30 hours** of participation.

a) The student will be trained in the objective definition, observation and measurement of ongoing behavior.

b) The student will prepare a preliminary report objectively detailing the behavior problem(s) of one or more individuals (preferably school-age children) and the situation(s) in which the problem(s) is/are manifest and describing the behavior modification techniques to be used in their amelioration.

c) The student will describe the behavior change program to be utilized and its underlying rationale to concerned parties (e.g., parents, school personnel) and will cooperate fully in the solution of any logistical problems arising before or during its implementation.

d) Should the program be implemented by a person or persons other than the student, the latter will be responsible for training the implementer(s) to objectively observe and record behavior, to apply the specific procedures of the target behaviors. The student will monitor performance of the implementer(s); otherwise the student will perform these functions.

e) The student will submit formal reports utilizing both APA and Pennsylvania Department of Education (PDE) formats.

f) The student will record the date and arrival and departure times of each visit to the practicum site on a standard log form. Each entry will be verified by a professional person at the practicum site who will retain the form until completion of the project.

E. **Teaching Methodology:**

1) **Traditional Classroom Methodology**

Lecture, group discussion, performance-based activities and professional readings will be used to present basic concepts and the extension of such concepts to the remediation of behavioral problems.

2) **Online Methodology**

Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.
F. Text:


G. Assessment Activities:

1) Traditional Classroom Assessment
   
a) Mastery of course content will be evaluated by use of oral and written assessments, including conventional written tests.

   b) Other:

      1. The student's competence in functioning as a behavior modifier will be assessed through the evaluation of:
         a. The student's development of a functional behavioral assessment (See attached scoring rubric).
         b. The student's cooperation with staff and practicum supervisor (See attached rating form).
         c. The students' proficiency in developing and implementing a behavioral intervention plan (See attached scoring rubric).

      2. Objective performance scores and the instructor's judgments of performance in regard to classroom presentations of research articles, behavior intervention plans, and mock cases.

2) Online Assessment

H. Accommodations for Students with Disabilities:

   **Accommodations for Students with Disabilities**

Students with disabilities:
• Reserve the right to decide when to self-identify and when to request accommodations.
• Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
• Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
• Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
• Location: Azorsky Hall – Room 105
• Phone: (724) 938-5781
• Fax: (724) 938-4599
• Email: osdmail@calu.edu
• Web Site: http://www.calu.edu/current-students/student services/disability/index.htm

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member with school psychologist certification and/or expertise.

K. Rationale for the Course: This course is designed to address the National Association of School Psychologist’s standards for graduate training programs which require candidates to understand psychological methods and techniques. This course provides the student with the knowledge and skills needed to design, implement, and evaluate behavioral interventions. Interventions applicable to school settings are emphasized and students are required to conduct a functional behavior assessment and to develop/implement a behavior intervention plan. This is an existing course that needed to be revised in order to comply with Chapter 49 requirements from the Pennsylvania Department of Education.

L. Specialized Equipment or Supplies Needed: No.

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain) No.
2. Does the course require additional physical resources? (Please explain) No.
3. Does the course change the requirements in any particular major? (Please explain) No.
4. Does the course replace an existing course in your program? (If so, list the course) No.
5. How often will the course be taught? This course will be taught once each academic year.
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name) No.

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline. Not applicable.
O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC. No.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.

8. New courses will become effective the semester following committee approval.
9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.