### Loyola University Chicago
### School of Education
### Behavior Intervention: Assessments and Supports
### Course Number: CIEP 478
### Fall 2015

*(The most updated syllabus is on the student’s course website)*

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E-Mail: hbohano@luc.edu  
Website: [http://www.hankbohanon.net](http://www.hankbohanon.net) | **Class meetings:** Thursday Evenings 5:00PM - 7:30PM  
**Location:** Mundelein Center - Room 605  
**Office Hours:** By appointment |
| --- | --- |
| **Text (Required):**  
Suggested reading:  
Your class has a corresponding website which students MUST access. The website is [https://sakai.luc.edu/](https://sakai.luc.edu/)  
Also, check out for help with using course website [http://www.luc.edu/its/teachingwithtechnology/sakai/sakai-student-tutorials.shtml](http://www.luc.edu/its/teachingwithtechnology/sakai/sakai-student-tutorials.shtml)  
National Positive Behavior Support Website: [http://www.pbis.org](http://www.pbis.org)  
Michigan PBS Website [http://miblsicenmi.org/Home.aspx](http://miblsicenmi.org/Home.aspx)  
### New Hampshire APEX III Project

[http://www.iod.unh.edu/Projects/archived/apex/AboutAPEX.aspx](http://www.iod.unh.edu/Projects/archived/apex/AboutAPEX.aspx)

Online Academy Topics include:
- Positive Behavior Supports (see) [http://uappbs.apbs.org/](http://uappbs.apbs.org/)
- Reading instruction
- Use of technology in the classroom
- Positive Behavior Support

If you are going to access these modules from a computer lab on campus, you will need to purchase headphones that can fit into the back of the computer (green sound jack).

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### The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

### School and University Policies:

This link provide information regarding the university’s policies on Academic Honesty, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, Electronic Communication Policies and Guidelines [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

### Course Description:

The purpose of this course is to develop candidates’ ability to provide positive supports to learners whose behavior impedes their learning. These supports are typically developed through assessments (data collection, interview techniques, and classroom observation) and interventions (e.g., schoolwide, group supports, individual/comprehensive supports). Theories to be discussed include: teaching new skills (e.g., replacement behaviors), conflict resolution, crisis prevention/intervention, problem solving skill development, self-monitoring skill development, quality of life interventions, self-determination, and community school supports. The candidate will learn to understand schoolwide supports, plan and develop group and individual supports (e.g., functional behavioral assessments, write positive behavior interventions plans, and write individual educational plans (IEP)), within a diverse environment. Connections will be made to
show how academic and behavioral problem solving can be infused into the same process through problem solving.

**Conceptual Framework:**
The Conceptual Framework for the Loyola University Chicago, School of Education is “Professionalism in service of social justice.” This objective is carried out within four domains (knowledge, skill, service, and ethics) and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at: http://www.luc.edu/education/about.shtml

**These domains include:**

**Knowledge and Ethics:**
Students will develop their understanding of how context impacts exceptionality and behavior. Through activities and class discussions, students will discuss questions such as, “What does a teacher need to know in an urban school setting? What does a teacher need to know to work in a suburban setting? Are there differences? How do these environments impact exceptionality and behavior?”

**Skills and Service:**
Students will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of functional assessments during their clinical activities. Students will also have the opportunity to develop their skills as “online learners” through the Online Academy (See link above).

**Authentic Assessment:**
Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. Candidates will leave this course with examples of assessments for their professional (student teaching) portfolios, and a cadre of informal assessment tools with which they will have developed familiarity.

All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

**Professional in Service of Social Justice:**
Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learns. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University’s School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals
are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

Social Justice and Exceptionalities:
The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.
(These are the qualities that have come to symbolize TASH's work (http://www.tash.org/). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

Course Objectives:
1. Understanding the characteristics of learners: The competent learning behavior specialist understands how disabilities impact the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21) (LBS2: A-D; NASP Standard 4, 5; CF: 2, 6, 8)

2. Assessment: The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21) (LBS3: B, C, E, I, L, M, O; CC3: B, C, J, K, L, M, O, P; CC4; NASP Standards 1, 5, 6)

3. Planning for Instruction: The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. (LBS4: F, G, H, J, M, O, T, V-X; CC5; NASP Standards 1, 5, 8)
4. Learning Environment: The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (LBS5: A-F; CC2; NASP Standards 3, 5)

5. Instructional Delivery: The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21) (LBS6: G, I, J, M, O, P, U, V; CC5; NASP Standards 9, 11).

6. Collaborative Relationships: The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students (LBS7: A,B; CC7: A-H, J-T; NASP Standard 7)

7. Professional Conduct and Leadership: The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being (LBS8: A-C; CC6; NASP Standard 1, 9)

8. Reflection and Professional Growth: The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally (LBS9: A-B, NASP Standard 1, 9)

**IDEA Center Objectives** (for evaluation)
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to Apply Course Material (to improve thinking, problem solving, and decisions)

**Professional expectations of the instructor:**
1. I make a strong effort be where I say I am going to be, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially, if you have an emergency and cannot make it to class.
2. When assignments are turned in on time, I am happy, everyone wants a happy grader for their assignment. I reserve the right to give partial credit or no credit for assignments past the date they are due.
3. I like to know what is expected from the beginning of any undertaking. The first two class sessions we will discuss expectations of instructors and student behaviors that will make the class run smoothly. Be thinking about three to five expectations you believe make university classes run smoothly (if it is easier, pick three to five behaviors that make the class run less smoothly and state the opposite.)
4. I really want to know what you think, and what you have learned from the course. Therefore, it is frustrating when I cannot read your work. Please type your assignments (unless otherwise specified).
5. When you are representing Loyola University Chicago, please dress and behave professionally.

**Language:**
In course discussions and in your writing please adhere to the recommendations in the TASH “People-First Language” article.

**Diversity:**
In concert with the mission statement and conceptual framework for the School of Education, faculty, students, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that the candidate will develop a respect for and recognition of the myriad forms of diversity that compose in the world.

**Clinical Components:**
The clinical components of the class are embedded within the case study activity. As a part of the LBSI program, you are required to make up to six onsite visits for this class to the location of your case study this semester. The evaluation for your clinical work is the rubric for the case study. The clinical work is aligned with course objectives 2-7. Candidates will begin their time on clinical sites as soon as the school and parents have granted permission for the case study to begin. The clinical assignment will end at the completion of the case study or the semester, which ever should come first.

**Dispositions:**
All candidates are reviewed each semester by the program faculty in dispositional areas of Professionalism, Fairness, and the Belief that all students can learn. These will be assess throughout the course through in-person and online dialog, and other written materials including your case study (described below). The rubric used to assess these dispositions is included at the end of this syllabus.

Additional Readings (for more information):

**For the most up to the date list go to:**

http://www.pbis.org/resource_catalog/default.aspx


Evaluation Procedures:

Grades will be based upon the following measures:
Class participation = 10
Formative exam = 10
Summative exam = 20
Reflective Readings = 10
Culminating activity/positive behavior intervention plan = 50

Due Dates: TBA

Class participation: These activities will include, but will not be limited to, face-to-face and online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes) and professional dispositions. THIS ALSO INCLUDES BRINGING YOUR ACTION PLAN WITH YOU EACH WEEK! (Or updating and presenting online). Attendance: Your regular attendance and active participation are expected both on person and online. During online check ins, one team member per team must submit an update about the status of your case study that addresses any success, concerns, or next steps. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

Reading Reflections: You are to choose 4 weeks in which you will write a reflection for the readings (for classes when we are not meeting online). You will post these readings on-line on Sakai. You should (1) read the required materials for the class (see course outline), (2) develop a question based on the reading you would like to address or respond to someone else’s question posted, and (3) discuss how you think this reading applies to your work on site. Please respond to the readings within two weeks of the assigned date.

Formative and Summative Exams: The purpose of these two exams to assess your knowledge base of the content at the mid and end points in the semester. The majority of the material will come from lectures, online experiences, and the course textbook. There will be in class preparation for the exams including in class quizzes.

Positive behavior support plan/culminating activity (CF: 2, 6, 8):

The purpose of this final project is to measure how well you obtained the learning objectives of the course. I want to assess how well I have taught these objectives. More importantly, I want to know how well you can apply what you have learned.

You will identify a student with high incidence needs to work with throughout the course of the semester. Select a student who is having behavioral difficulty, but would not be considered to be in the top of the triangle of support (e.g., these students typically have between 1-6 referrals to the office). This study also can be exhibiting academic problems and may be the same student
from your CIEP 477 Academic Assessment and Intervention Class (if applicable). You will need to obtain permission from the student's parent/guardian, teacher, and administrator (letters provided in Sakai). You and your classmates will develop a support plan for this student with the guidance of the course instructor. You also must address one classwide issue. This can include teaching a social skill to the entire class, helping the teacher develop a routine, working on an acknowledgement system for the class.

You may work in groups of up to three people to accomplish this task. All I ask is that you divide up the responsibilities in such a way that seems fair to all members of the group. Team responsibilities include:
  
  Interviews,  
  reviewing records  
  meetings facilitation,  
  observations,  
  collecting summarizing data,  
  supporting implementation  
  and communication team leader (this person will have the master action plan and make sure it is updated),  
  You also need an on-site liaison.

You should bring and use the action plan provided to guide your efforts each week. Remember our classwide expectations as you work together (we will develop these as a group). We will discuss the specifics of this assignment in class. The team may turn in one plan, but I would like a short reflective paper from each candidate. The success of this activity is contingent on how well your team utilizes the action plan process! If at any time you are concerned about an issue with connecting with your site liaison, or working with one of your team members, please notify me immediately. Please do not wait when you run in to problems within your team or site.

What works:
  
  1. Break down the activities by areas you feel most comfortable!  
  2. Make role assignments for these activities (who, what, when).  
  3. Connect with your site early.  
  4. Work with your teacher to define the student’s needs and strengths.  
  5. Create a time line that will meet all of your needs, and get the project in on time.

  Work backwards. Look for the day that I want to turn in a project, figure out what needs to be done to make that happen, and then plot this out on a time line. Use this strategy if it works for you!

  6. Assign someone to “pull it all together” into one document.  
  7. Everyone should review the final project.  
  8. Maintain a positive attitude towards the work and each other. Problem solve around adult behaviors.  
  9. Each of you will complete their own reflection paper at the end of the project.
10. Let your instructors know early if there is an issue!!
11. Be prepared to discuss your role in the process during the final presentation.

See Overview of Key Task for Behavior Support Plan_Fall_2013 for details:

**What you turn in for your final project**

- a. Cover page
- b. Table of contents
- c. Completed report outline (provided)
- d. Data (Assessment results and data sheets)
- e. Interventions
  - i. Plan
  - ii. Completed Action Plan (treatment integrity)
  - iii. Contextual fit data
- f. Reflection paper (one for teach team member)

**Topic Outline**

In General, the readings are assigned to prepare you for the following weeks class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Description</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Case Study Tasks:</td>
<td>Text Chapter 3</td>
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<td></td>
<td>Take letters to schools and give to parents</td>
<td>PTR – pp. 9-23</td>
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<tr>
<td>9/10/2015</td>
<td>Preventing Problem Behavior</td>
<td>Text: Chapter 4</td>
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<tr>
<td>Date</td>
<td>Case Study Tasks:</td>
<td>Resource</td>
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| 9/17/2015  | **Case Study Tasks:** Meet with your team if possible  
Conducting initial interviews and developing target behaviors  
PTR – pp. 23-39 |
| 9/17/2015  | **Functional Behavior Assessment (FBA)**  
**Case Study Tasks:**  
ABC Observations  
Other assessments as necessary (see additional assessment forms and your own Curriculum-based measurement probes)  
Face-To-Face | Text: Chapter 5  
PTR – pp. 41-63 |
| 9/24/2015  | **Methods and Outcomes/Antecedent interventions**  
**Case Study Tasks:**  
Choose and begin direct observations  
Hypothesis development, use behavior pathways chart  
Online | Text: Chapter 6 (pp. 111-128)  
[http://ecommons.luc.edu/education_facpubs/16/](http://ecommons.luc.edu/education_facpubs/16/)  
PTR – pp. 63-94 |
| 10/1/2015   | **Antecedent, behavior, and consequence Interventions based upon functions of behavior**  
**Case Study Tasks:**  
At this point, you should be able to complete the first part of your outline for your final (up to interventions). Bring a draft to class. | Text: Chapter 7  
PTR – pp. 95-107 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Task Description</th>
<th>Text Reference</th>
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<tbody>
<tr>
<td></td>
<td>Online</td>
<td>[Brittany’s case study](hit Control and then click on the embedded link)</td>
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<td>PPT 109-121</td>
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<td></td>
<td>Face-To-Face</td>
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<tr>
<td></td>
<td>Online</td>
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<td>10/29/2015</td>
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<td>Text: Chapter 11</td>
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<tr>
<td><strong>Case Study Tasks:</strong> Identify intervention for entire class that would help your target student</td>
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<tr>
<td>Direct observations continue</td>
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<td><strong>Face-To-Face</strong></td>
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<table>
<thead>
<tr>
<th>Schoolwide (combined class)</th>
<th>Text: Chapter 12</th>
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<tbody>
<tr>
<td>Direct observations continue</td>
<td></td>
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<tr>
<td><strong>Implementation and Evaluation</strong></td>
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<tr>
<td>Online</td>
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<td>11/5/2015</td>
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<p>| Community/Collaboration | |
| <strong>Case Study Tasks:</strong> Meet with members of student’s support to talk about plan and next steps | |
| Direct observations continue | |
| You should be able to complete your final interventions outline at this point | |
| APBS Webinar ? | |
| | 11/12/2015 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Quality of Life Final check in Online</td>
<td>Overview final Give final</td>
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<tr>
<td>11/26/2015</td>
<td>Thanksgiving No Class November 25</td>
<td><strong>Class does not meet</strong></td>
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<tr>
<td>12/3/2015</td>
<td>Oral presentations of case(s) Face-To-Face</td>
<td>Final Case Study Draft Due –</td>
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<tr>
<td>12/10/2015</td>
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<td>Final Due to Instructor Final Case Study, due instructor</td>
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<tr>
<td></td>
<td>Target</td>
<td>Acceptable</td>
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<tr>
<td>Professionalism</td>
<td>Demonstrates all behaviors at acceptable level. Takes initiative.</td>
<td>Is prepared. Is responsible toward work. Is open-minded. Works well with</td>
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<td></td>
<td>Serves as a model for peers. Actively problem solves. Is resilient.</td>
<td>others. Responds with appropriate language, affect, and actions. Makes</td>
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<td>appropriate changes in response to feedback.</td>
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<td>Fairness</td>
<td>Demonstrates all behaviors at acceptable level. Advocates/intercedes</td>
<td>Respects students, families, communities, and peers. Creates an inclusive</td>
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<td></td>
<td>for others. Sees and accepts individual differences as strengths. Serves as a</td>
<td>classroom environment. Is responsive to students/learners needs.</td>
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<td></td>
<td>model for peers.</td>
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<tr>
<td>All Students Can Learn</td>
<td>Demonstrates all behaviors at acceptable level. Advocates for students/</td>
<td>Has high expectations for all students/learners. Works with all students/</td>
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<td>learners. Serves as a model for peers. Is reflexive: aware of the</td>
<td>learners. Is not easily discouraged by lack of student/learners progress.</td>
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<td>foundation that guides their professional practices, and regularly</td>
<td>Resists making assumptions about students/learners, families, and communities</td>
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<tr>
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<td>examines the origins and influence these foundations have on student</td>
<td>based on stereotypes. Reflects on practices and their impact on student/</td>
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<td>learners learning.</td>
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