



Department of Psychology, Counseling, and Special Education  
**PSY 635 Advanced Behavioral Assessment and Intervention**  
*Summer I 2016*

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**Office Hours:** By appointment  
**Meeting Day:** Tuesday/Thursdays, 1:00 – 5:00 pm  
**Class Location:** Metroplex

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

Crone, D., Hawkins, L., & Horner, R. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York, NY: Guilford Press.

O'Neil, R.E., Horner, R. H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development of problem behavior: A practical handbook*. (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Riley-Tillman, T. C., Burns, M. K., & Gibbons, K. (2013). *RTI applications, volume 2: Assessment, analysis, and decision making*. New York, NY: Guilford Press.

#### Course Description

This course will extend students' knowledge of problem identification, assessment, decision-making, and intervention design, analysis, & evaluation through the utilization of applied behavior analysis methodologies. Emphasis will be placed on issues associated with consultation & collaboration, academic & behavioral interventions, and coping & social skills development within the school and other related environments. The course will include readings from the primary texts as well as selected articles from journals. Class meetings will include lectures, discussions, and group activities (i.e. application of techniques discussed). Students are encouraged to actively participate in the class discussion and analysis of the readings.

#### Course Objectives

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

1. Describe services within a three-tiered model of prevention and intervention.
2. Articulate the difference between accommodations, modifications, strategies, and interventions.
3. Evaluate existing interventions based on their empirical evidence.
4. Match interventions to the existing needs of students in the areas of reading, written language, math, behavior, and social/emotional learning.
5. Understand how to maximize fidelity of implementation of interventions.

## Links to NASP Model 10 Domains of Practice

**Domain 1: Data-Based Decision-Making and Accountability**, you will gain *knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.*

**Domain 2: Consultation and Collaboration** you will gain *knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services*

**Domain 3: Interventions and Instructional Support to Develop Academic Skills**, you will gain *knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.*

**Domain 5: School-Wide Practices to Promote Learning**, you will gain *knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

**Domain 6: Preventive and Responsive Services**, you will gain *knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

**Domain 8: Diversity in Development and Learning**, you will gain *knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

**Domain 9: Research and Program Evaluation**, you will gain *knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.*

## COURSE REQUIREMENTS

### Course Activities & Assignments (Rubrics will be provided on eCollege)

#### Participation (10 pts)

Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class. See the rubric below for more information:

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities	Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

\*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing "special circumstances" for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

**Reaction notebook (60 points)**

In preparation for the class discussions, please document your reactions to the readings listed on the course schedule prior to each class session. These entries can be brief (a paragraph) and can be hand written. The goal is to get you thinking about the topic before class so that you will be prepared to participate in the discussion. Additionally, please document your completion of homework assignments in your notebook. These assignments will be provided in class at the end of each class. Homework assignment completion entries can also be brief (a paragraph), simply indicating that you completed the homework and any insights you gained from the assignment. Please keep these reactions in a notebook that you bring to each class session. I will collect them three times (randomly) during the term, so always bring them with you to class.

**Functional Behavioral Assessment Case Conceptualization & Intervention Development (85 points)**

Students will work practice matching behavioral assessment data to intervention selection. Students will utilize Functional Behavioral Assessment techniques as well as the problem-solving model (Problem Identification, Problem Analysis, Plan Development, and Plan Evaluation) to analyze a behavior. More information regarding templates and rubrics will be provided in class and on eCollege.

**Delivery of an Academic Intervention (50 points)**

Early in the term you and your peers will be assigned to an academic area (reading, writing, or math). You will also be assigned a specific intervention to review and deliver/present an intervention to the class. The assignment will allow you to explore and learn about the academic area as well as one intervention manual in depth. You will have **1 hour** to briefly discuss interventions in your area and then teach, model, and provide practice to your peers on the intervention you have been assigned.

You will provide a brief overview of evidenced-based interventions in your area, discussing what interventions are available at each Tier of intervention (i.e. what types of interventions are available at Tier 1, Tier 2, and Tier 3). You will then briefly discuss your assigned intervention followed by the presentation of a selection of core sessions. Please also provide active practice opportunities to your peers. You can ask the class to be part of your role play (e.g., assign the class to be a group of young children struggling in reading) or you and your group members can role play interventionists and participants for the group. Please let me know if you would like to provide a copy of relevant sections of the manual for all class members to follow along.

Your group will provide a fairly detailed written plan that outlines which sessions you plan to demonstrate, how you plan to involve your peers, practice opportunities, and how you will discuss ethical and cultural considerations associated with the intervention (**i.e. Intervention Presentation Outline Draft**)

In addition, you are expected to provide a 1-2 page handout to each seminar member as part of your presentation. This handout should provide an overview of and/or supplement to your presentation, including references. It should not simply be a copy of your Powerpoint presentation. It should be the type of handout that might be used at an inservice training session at a school or clinic and that a practitioner would want to keep on file for future reference.

Lastly, you will select and assign a minimum of one empirical article that evaluates the efficacy of your assigned intervention. The selected article should be from a respected journal and provide the outcomes of the intervention using a rigorous research design (i.e., randomized control trial). You will need to be familiar with the use of search databases such as PsychInfo or ERIC to identify appropriate articles. Please consult with me if you have questions. ***This will be due at the time you turn in your outline and will be posted on eCollege.***

**Progress Monitoring Data Analysis & Intervention (100 points)**

As a group, students will be given academic screening tools such as DIBELS Oral Reading Fluency Probes to interpret. Students will need to score and interpret both benchmarking (baseline) as well as weekly progress monitoring probes. Students will create individual progress monitoring graphs and evaluate the data using trend line analysis. There will be a focus on analyzing individual data such as setting a long and short-term goal for intervention based on the baseline data. You will analyze individual data to evaluate effectiveness and make recommendations for further intervention needed based on the data.

The intervention plan will include the following categories: intervention name, how to use it, the logistics, the progress monitoring plan, decision making rule, reinforcement strategies. A report with the progress-monitor graph and an intervention plan that details the specifics of the intervention that you would described to a parent will be submitted. A format for the report will be provided on eCollege.

**Problem-Solving Meeting (30 points)**

Students will work in groups of two or three. Each of you will take on a role at the problem-solving meeting. The roles are as follows:

- School psychologist/Diagnostician
- Facilitator
- Teacher
- Parent: Dr. Conoyer and/or Guest speakers

As a group, you will present assessment data from the Progress Monitoring Analysis & Intervention assignment as if the report is about a student. You will also present the data along with the information you learned about an intervention to target the issue. Your goal is to simulate a problem-solving meeting and provide the information in a parent friendly manner.

The presentation will be graded on the basis of how well the group explains the assessment and planned intervention information, engages the parent, answers parent questions, and closes the meeting with an action plan. A rubric will be provided for each role. Each member of the group is graded individually based on their role and performance. During the meeting, the rest of the class will observe and take notes that will be provided to the team for feedback. The meeting should last **20-30 minutes**. The meeting is worth 30 points.

**GRADING**

Final grades will be calculated based on the total number of points obtained for the assignments.

<i>Assignment</i>	<i>Points Possible</i>
Reaction Notebook	60
FBA Case Conceptualization	85
Intervention Delivery	85
Progress Monitoring Data Analysis	100
Problem Solving Team Meeting	30
Participation	10
<b><i>Total Points Possible</i></b>	<b>370</b>

Final grades will be assigned using the following scale:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

**Late Work:** It is very important that you complete every assignment. You may submit late assignments to me with no penalty **if** you have a documented University excuse (death in the family, serious accident/injury, or medical emergency). If you do not have a documented University excuse however, **10 points will be deducted for each day the assignment is late**. This means that if you will not be in class, your assignment is still due at the end of the class period noted so you will need to find a way to get me your assignment prior to the end of class (e.g., email).

### **Guidelines for Written Work**

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, D.C.: Author

## **TECHNOLOGY REQUIREMENTS**

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

**eCollege Access and Log in Information** - This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

## COURSE AND UNIVERSITY PROCEDURES

### Course Specific Procedures

#### Attendance, Tardiness, & Leaving Class Early

Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply. Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as coming to class late.

#### Professional Conduct

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC.

Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office). Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to reframe from using their laptops/cell phones during class.

#### Leo Mail and eCollege

All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. **I WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example ***PSY 635: Question***. All emails will be returned in 24 hours unless I notify you otherwise.

#### Academic Integrity

All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University

#### Confidentiality Requirement

In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. "Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA & NASP Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

## **University Procedures**

### **Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library, Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamuc.edu**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Non-smoking Policy**

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

## Summer 2016 Course Schedule PSY 635 (Subject to Change)

Date	Topic	Readings	Assignments Due	Activities/Highlighted Interventions
6/7/16	Course introduction & Determining the merit of interventions	Gersten et al. (2005) Kratochwill & Schernoff (2004)		<ul style="list-style-type: none"> <li>• Missouri Evidence Based Intervention Network</li> <li>• What Works Clearing House</li> <li>• IRIS Modules</li> <li>• Assign Interventions</li> </ul>
6/9/16	<i>Online Class - Multi-tiered systems of support (MTSS), Problem Solving, Case Conceptualization</i>	Batsche et al. (2010) Riley-Tillman et al. – Chapters 2 & 3		Case Conceptualization Practice
6/14/16	Reviewing FBA: Functional Assessment Interview & Direct Observation	O’Neill et al. – Chapters 1 and 2 Crone et al. Chapter 1 & 8		FBA Case Conceptualization Activity
6/16/16	Reviewing FBA: Linking Assessment to Intervention	O’Neill et al. - Chapters 3 Horner et al. (2000)		Intervention Delivery Model: Behavioral Interventions
6/21/16	System Wide Behavioral Supports: PBIS, Social Emotional Learning, and Social Skills	Crone et al. Chapter 4 Stormont et al. – Chapters 4	<b>FBA Case Conceptualization Due</b>	Think Social!
6/23/16	Show Me The Data: Evaluating Effectiveness of Interventions, Making Data-Based Decision, & Communicating Data in Meetings	Riley-Tillman et al. – Chapters 4, 5, & 7 Minke, K.M. & Jensen, K.L. (2014).	<b>Intervention Presentation Outline Draft &amp; Article Due</b>	



6/28/16	Curriculum Based Measurement: How Tos <b>Flipped Classroom</b>	<p>Academic Assessment Part 1 <a href="http://iris.peabody.vanderbilt.edu/module/gpm/">http://iris.peabody.vanderbilt.edu/module/gpm/</a></p> <p>Academic Assessment Part 2 <a href="http://iris.peabody.vanderbilt.edu/module/rpm/">http://iris.peabody.vanderbilt.edu/module/rpm/</a></p> <p>Direct Behavior Ratings <a href="http://dbrtraining.education.uconn.edu/">http://dbrtraining.education.uconn.edu/</a></p>		<ul style="list-style-type: none"> <li>• Discuss IRIS Modules</li> <li>• CBM Tutorial with DIBELS Probes</li> <li>• Assign Progress Monitoring Analysis Report &amp; Intervention Plan</li> </ul>
6/30/16	Academic Interventions	<i>Presentation Articles – These will be posted a week prior</i>		<ul style="list-style-type: none"> <li>• <b>Reading:</b> Collaborative Strategic Reading</li> <li>• <b>Math:</b> Peer Assisted Learning Strategies - Math</li> <li>• <b>Writing:</b> Self Regulated Strategy Development</li> </ul>
7/5/15	Problem Solving Team Meetings		<b>Meeting Agenda</b>	
7/7/15	No Class – Final Report Due		<b>Progress Monitoring Analysis Report &amp; Intervention Plan Due on Ecollege</b>	

**Required Readings on eCollege**

- Batsche, G.M., Castillo, J.M., Dixon, D.N., & Forde, S. (2010). Best practices in linking assessment data to intervention. In A. Thomas A. J. Grimes (Eds.), *Best practices in school psychology V* (pp. 177-195). Bethesda, MD: National Association of School Psychologists.
- Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional Children, 71*, 149-165.
- Horner, R. Sugai, G., Todd, A., & Lewis-Palmer, T. (2000). Elements of behavior support plans: A technical brief. *Exceptionality, 8*, 205-215.
- Kratochwill, T.R., & Schernoff, E.S. (2004) Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review, 33*(1), 34-48.
- Minke, K.M. & Jensen, K.L. (2014). Best practices in facilitating family-school meetings. In Harrison, P.L. & Thomas, A. (Eds.), *Best practices in school psychology: System Level Services* (pp. 165-179). Bethesda, MD: National Association of School Psychologists.
- Stormont, M., Reinke, W., Herman, K., & Lembke, E.S. (2012). Internalizing Behaviors. In *Academic and behavioral supports for at-risk students: Tier 2 interventions*. New York, NY: Guilford Press