# University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice**: Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship**: Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence**: Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement**: Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

# The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission**: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision**: To develop and promote transformative educational experiences that optimize human potential.

**Goals**: The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

**Unit Guiding Principles**

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

**Theoretical Framework**

CSOE is based on two main theoretical frameworks: Boyer’s applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:

Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates’ bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

# CTC Pupil Personnel Services Generic Program Standards

* **Standard 1 Program Design, Rationale and Coordination:** Coordinated effectively in accordance with a cohesive design that has a cogent rationale. Foundation and theoretical courses precede and are designed to be taken prior to more specialized and advanced courses.
* **Standard 2 Growth and Development:** Acquire an understanding of typical and atypical growth and development, including relevant theories, research, and other information related to pupils’ strengths and weaknesses that affect learning in school, community and family environments. The program provides candidates with an understanding of the effects of (a) health and developmental factors, (b) language, (c) cultural variables, (d) diversity, (e) socioeconomic status, and (f) factors of resiliency on pupil development.
* **Standard 3 Socio-Cultural Competence:** Display an understanding of ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds. The program provides candidates with an understanding and appreciation for diversity. An understanding of the importance of developing cultural competence is provided to candidates in order to effectively serve diverse and changing communities. The program provides candidates with an understanding of the ways in which educational policies, programs and practices can be developed, adapted, and modified to be culturally congruent with the needs of pupils and their families.
* **Standard 4 Assessment:** Knowledge of current theories and methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate. Candidates develop an understanding of the influence of multiple factors on pupil achievement. The program requires candidates to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual pupils and assessing the effectiveness of educational programs.
* **Standard 5 Comprehensive Prevention and Early Intervention for Achievement:** Display an understanding of the factors that contribute to successful learning. In order to help pupils attain high learning goals, the program provides candidates with the knowledge to identify problems in their earliest stages and to implement prevention and early intervention strategies for addressing these problems. The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and to develop skills to assist pupils who experience learning difficulties.
* **Standard 6 Professional Ethics and Legal Mandates:** Display an understanding of professional codes of ethics and current legal mandates, as well as an awareness of the range of legal issues, such as, statutory, regulatory, and case law affecting the delivery of pupil services. The program requires candidates to demonstrate the ability to access information about legal and ethical matters.
* **Standard 7 Family-School Collaboration:** Display an understanding of the ways in which pupil development, well being, and learning are enhanced by family-school collaboration. The program requires candidates to work with parents to foster respectful and productive family-school collaboration.
* **Standard 8 Self-esteem and Personal and Social Responsibility:** Assess their own self-esteem and to demonstrate an understanding of principles associated with the building of (a) self-esteem, (b) personal and social responsibility, and (c) their relationship to the life-long learning process.
* **Standard 9 School Safety and Violence Prevention:** Understand ways in which school environments can enhance the safety and well-being of all pupils. The program provides candidates with the knowledge and models of systematic school safety planning that include comprehensive school climate and crisis response plans addressing elements of prevention, intervention, and treatment. The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. The program provides candidates with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.
* **Standard 10 Consultation:** Demonstrate knowledge and application of theories, models, and processes of consultation. The program provides candidates with opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies. Candidates demonstrate skills in using a decision-making process when consulting and collaborating with others to (a) identify problem areas, (b) collect and analyze information to understand problems, (c) make decisions about service delivery, and (d) evaluate the implementation and outcome of the service delivery plan.
* **Standard 11 Learning Theory and Educational Psychology:** Display an understanding of learning theories and factors influencing learning and teaching such as cognition, memory, attention skills, perceptual-sensory processes, emotional state, motivation, organizational skills, gender, cultural differences, and linguistic differences. Candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits.
* **Standard 12 Professional Leadership Development:** Display an understanding of the development, improvement and evaluation of programs that support effective pupil learning. The program also provides candidates with an understanding of the importance of leadership by the pupil personnel services provider in operating as a systems change agent.
* **Standard 13 Collaboration and Coordination of Pupil Support Systems:** Collaborate effectively with community-based organizations, agencies, and other professionals. Candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.
* **Standard 14 Human Relations:** Demonstrate self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups. The program provides candidates with opportunities and experiences to understand the importance of socio-psychological concepts of group formation, reference groups, inter-group and intra-group relations and conflict. The program provides candidates with opportunities and experiences to demonstrate an ability to facilitate group process and mediate conflict.
* **Standard 15 Technological Literacy:** Demonstrate skills in current technology for communication and collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement.
* **Standard 16 Supervision and Mentoring:** Demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.

# CTC Pupil Personnel Services School Counseling Credential Specialization Standards

**I. Core Knowledge Base and Foundations**

* **Standard 17 Foundations of the School Counseling Profession:** Knowledge and understanding of the core areas including history, philosophy and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices in schools.
* **Standard 18 Professionalism, Ethics & Legal Mandates:** Understanding of ways to develop a professional identity congruent with the knowledge of all aspects of professional functions, professional development, and organizational representation. The program provides candidates with knowledge of current legal mandates impacting school counselors and pupils. The program provides candidates with knowledge of the ethical standards and practices of the school counseling profession and how to apply these ethical standards to specific counseling situations.

**II. Professional Skills and Training**

**A. Domains of School Counseling and Guidance**

* **Standard 19 Academic Development:** Understanding of the concepts, principles, strategies, programs and practices for enabling pupils to experience academic success and achieve at high levels. Candidates are able to implement strategies and activities in the school setting for maximizing learning, producing high-quality work and preparing pupils for a full range of options and opportunities after high school, including the completion of a college and university education.
* **Standard 20 Career Development:** Knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.
* **Standard 21 Personal and Social Development:** Apply knowledge and understanding to the theories, concepts, processes, skills and practices required for successful personal and social development. Candidates are able to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and interpersonal skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals, and to understand and develop safety and survival skills.

**B. Themes of School Counselor Preparation**

* **Standard 22 Leadership:** Know the qualities, principles, and styles of effective leadership. Candidates also possess the knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.
* **Standard 23 Advocacy:** Demonstrate skills and attitudes essential for advocating for the learning and academic success of all pupils. Candidates are able to identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to plan and implement strategies to eliminate those barriers and effectively support positive learning and achievement outcomes for all pupils.
* **Standard 24 Learning, Achievement and Instruction:** Know appropriate classroom management strategies and techniques for assisting teachers with classroom organization. Candidates understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.

**C. Functions of School Counselors**

* **Standard 25 Individual Counseling:** Demonstrate knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling. Candidates also know and demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises. Candidates are able to design and implement programs of wellness promotion, prevention, treatment and intervention services. In addition, candidates understand and possess skill for evaluating counseling outcomes, including the impact of individual and small group counseling on student learning and achievement. Candidates know community-based mental health referral resources and effective referral practices.
* **Standard 26 Group Counseling and Facilitation:** Understand group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.
* **Standard 27 Collaboration, Coordination and Team Building:** Apply skills of effective collaboration among school staff, parents, individuals, groups, and agencies in the community to meet developmental needs along a continuum of preschool through adult pupils. In collaborative efforts, candidates demonstrate competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program as it relates to the educational mission of the school. Candidates know and possess skills in building effective working teams of school staff, parents and community members for eliminating personal, social, and institutional barriers to learning and increasing student academic achievement and learning success.
* **Standard 28 Organizational and System Development:** Understand the organization, structure, and cultural context of schools as educational systems and are able to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan. Such programs include student outcomes that reflect the impact of counseling and guidance programs on student learning and academic achievement.
* **Standard 29 Prevention Education and Training:** Know and have skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement. Candidates also have knowledge in preventing problems that pose barriers to learning and achievement. Candidates develop knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement.
* **Standard 30 Research, Program Evaluation and Technology:** Knowledgeable about basic principles of research design, action research, and program evaluation. This includes traditional experimental design as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes. Candidates understand and utilize computer technology and attendant technological applications for conducting program evaluation.

**III. Field Experience and Competency Evaluation**

* **Standard 31 Field Experience:** Demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings designed and organized to support the training and preparation of school counselors. Candidates demonstrate in field experience the knowledge of and skills in working with pre-K through adult pupils in the areas identified in the standards for school counseling.
* **Standard 32 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# CTC Pupil Personnel Services School Psychology Credential Specialization Standards

**I. Core Knowledge Base and Foundation**

* **Standard 17 Psychological Foundations:** Foundation in the knowledge base for the discipline of psychology in order to facilitate the individual development of all pupils. This knowledge base includes biological foundations of behavior, human learning, social and cultural bases of behavior, child and adolescent development, and the diversity of individual differences in development and learning.
* **Standard 18 Educational Foundations:** Foundation in the knowledge base of education concerning the organization and operation of schools, school and community-based resources, as well as alternative service delivery systems. The program requires candidates to be prepared to help design and operate programs to promote school-family interactions. The program requires candidates to be knowledgeable about: (a) family influences on pupil cognitive, motivational, and social characteristics that affect classroom performance; (b) family involvement in education; (c) ways to promote partnerships between parents and educators to improve outcomes for pupils; (d) cultural issues that impact home-school collaboration; and (e) methods to facilitate safe and caring school communities.
* **Standard 19 Legal, Ethical and Professional Foundations:** Knowledge base specific to the professional specialty of school psychology. This knowledge base includes (a) the history and foundations of school psychology, (b) legal and ethical issues, (c) professional issues and standards, (d) alternative models for the delivery of school psychological services, (e) emergent technologies, and (f) the roles and functions of the school psychologist. The program requires candidates to understand the diverse values that influence the lives of people, and to be prepared to practice in schools in ways that meet all appropriate ethical, professional, and legal standards both to enhance the quality of services and to protect the rights of all parties.

**II. Professional Skills and Training**

* **Standard 20 Collaborative Consultation:** Positive interpersonal skills with which to facilitate communication for the purposes of consultation and collaboration with teachers, teams of school personnel, community professionals, agencies, and families. Candidates are prepared to listen, adapt, deal with ambiguity, and be patient in difficult situations. Candidates are able to clearly present and exchange information in a variety of contexts with diverse audiences such as families, teachers, school boards, policy makers, business leaders, and fellow school pupil service providers.
* **Standard 21 Wellness Promotion, Crisis Intervention and Counseling:** Design, implement and evaluate wellness, prevention, intervention, and other mental health programs at the individual, group and system levels. They are knowledgeable about academic, behavioral, and serious personal difficulties. As primary mental health service providers, candidates are able to recognize the behaviors and contexts that are precursors to the development of internalizing disorders, externalizing disorders, and dropping out of school. Candidates can design programs and implement prevention, intervention, and treatment services across the hierarchy of pupils’ development needs. Candidates can work with school personnel, pupils, parents, and the general community in the aftermath of personal, school and community crises.
* **Standard 22 Individual Evaluation and Assessment:** Versed in a variety of assessment methods, including formal and informal test administration, behavioral assessment, interview, ecological or environmental assessment, as well as assessment methodologies to define a student’s problems and needs, to assess current status, and to measure the effects of the problems-solving process. Candidates also understand contextual influences on outcomes, such as: (a) personal attributes of the pupil; (b) types of aptitude; and (c) community, cultural, gender, and language influences, and (d) classroom climate and instructional practices. Candidates understand how to use assessment information in a problem solving process and are able to convey findings in an articulate way to a diverse audience. Candidates are able to use data-based decision making to improve outcomes for instruction, development of cognitive and academic skills, and the development of life competencies. Candidates also demonstrate an understanding of the process and procedures identified in federal and state laws related to special education services, such as the Individuals with Disabilities Education Act (IDEA).
* **Standard 23 Program Planning and Evaluation:** Understand the school as a system. Candidates work with individuals and groups to facilitate organizational structures and policies that create and maintain safe school environments that promote learning and enhance positive educational outcomes for pupils. Candidates utilize data-based decision making skills to (a) assist in the development of challenging but achievable goals for all pupils; (b) provide information about ways in which pupils can achieve these goals; and (c) monitor pupil progress toward these goals. Candidates are skillful in evaluating local school programs and in interpreting findings to other educators and to the public.
* **Standard 24 Research, Measurement, and Technology:** Know basic principles of research design. This includes traditional experimental designs as well as qualitative and single-subject designs. Candidates are able to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct investigations relevant to their work. Candidates understand and utilize computer technology and attendant technological applications.

**III. Field Experience and Practica**

* **Standard 25 Practica:** Engage in field-based activities in all areas of professional training. Specifically, candidates are provided with practica experiences in the areas of (a) collaboration and consultation, (b) wellness promotion, (c) counseling and crisis intervention, (d) individual assessment, (e) educational planning and evaluation, (f) program planning and evaluation, (g) and research and measurement. Candidates demonstrate the ability to select and apply core knowledge regarding psychological foundations, educational foundations, and legal, ethical, and professional foundations in their work in schools. Practica consists of a series of supervised experiences that occur prior to the field experience, are conducted in laboratory or field-based settings or both. They provide for the application of knowledge and mastery of distinct skills. There must be a systematic means of evaluating the practica experiences that seeks to ensure the acquisition of desired skills by pupils.
* **Standard 26 Culminating Field Experience:** Demonstrate the full range of skills acquired during formal training, and to acquire additional knowledge and skills most appropriately gained through supervised professional experience. Under the supervision of a credentialed school psychologist, candidates provide direct and indirect services to pupils, parents, and school staff in all areas of training.
* **Standard 27 Determination of Candidate Competence:** Determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor. Candidates have also documented that they have earned an appropriate graduate degree from an accredited institution of higher learning.

# Course Description

This course provides an introduction to the principles of applied behavior analysis (ABA) as key components responsible for behavior change agents in the classroom. You will learn the role of a functional behavior assessment as it relates to defining skill repertoire building and management of behaviors impacting the educational setting. With the support of literature reviews, you will learn to develop practical classroom strategies to address these barriers to learning. Additionally, you will be introduced to the process of functional behavior assessment as it pertains to dealing with behavior problems and management in the classroom. You will become familiar with assessment and intervention techniques to aid in consultation to parents and teachers. You will read chapters from published NASP and ASCA books that will provide additional therapeutic interventions known to support students with disabilities or disorders in schools.

# Professional Standards Alignment

|  |  |  |
| --- | --- | --- |
| **California School of Education (CSOE)** | **California Commission on Teacher Credentialing****Pupil Personnel Services Program Standards** | **Supporting Assessment** |
| **Course Learning Outcomes (CLO)** | **Conceptual Framework** | **Generic** | **School Counseling Credential Specialization****(as applicable)** | **School Psychology Credential Specialization****(as applicable)** | **Assessment Title**  |
| **CLO1**: Summarize the components of a functional behavior assessment.  | Application | Standard 2  | Standard 21  | Standard 20  | Week 8 FBA |
| **CLO2**: Analyze behaviors in terms of function.  | Application | Standard 4 | Standard 29 | Standard 22 | Week 8 FBA  |
| **CLO3**: Analyze evidence based practices.  | Application | Standard4 | Standard 30 | Standard 22 | Week 8 FBA & Literature Review |
| **CLO4**: Determine various applications of applied behavior analysis (ABA) principles.  | Application | Standard 2,4 | Standard 30  | Standard 23 | Week 8 FBA |
| **CLO5**: Apply data-based decision-making practices.  | Application | Standard2, 4 | Standard 21 & 29 | Standard 22 | Week 8 FBA & Literature Paper |
| **CLO6**: Determine best practice methods for dealing with problem behavior from the literature.  | Application | Standard2, 6 | Standard 21, 30 | Standard 24 | Week 8 Literature Paper |

# Student Expectations

**Respectful Speech and Actions**: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior**: This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

# Expected In-class (Online) and Preparation Time per Week

|  |  |  |
| --- | --- | --- |
| **Weeks** | **In-Class (Online) Time**(Discussions, interactions, delivering presentations, viewing lectures, exams) | **Preparation Time**(reading, major assignments, homework) |
| Week 1 | 5 hours | 10 hours |
| Week 2 | 5 hours | 10 hours |
| Week 3 | 5 hours | 12 hours |
| Week 4 | 5 hours | 12 hours |
| Week 5 | 5 hours | 12 hours |
| Week 6 | 5 hours | 12 hours |
| Week 7 | 8 hours | 12 hours |
| Week 8 | 6 hours | 12 hours |

**Note**. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

* Online time: (15 x 3 of units) / 8 of weeks
* Preparation time: (30 x 3 of units) / 8 of weeks

# Required Course Materials

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. (2nd ed.). New York, NY: Pearson.

ISBN: 978-0131421134

Sink, C. (2011). *Mental health interventions for school counselors*. Belmont, CA: Cengage Learning.

ISBN: 978-0618754588

Steege, M. W., Watson, T. S., & Gresham, F. M. (2009). *Conducting school-based functional behavioral assessments: A practitioner’s guide*. New York, NY: Guilford Press.

ISBN: 978-1606230275

**Optional Material**:

Mueller, M. M. & Nkosi, A. (2009). *Behavior analytic consultation to schools* (9th ed.). Marietta, GA: Stimulus Publications.

ISBN: 978-0982378205

# University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

**Course Overview**

[Week 1: Introduction to Behavioral Consultation 16](#_Toc496001300)

[Week 2: Overview of FBA’s 18](#_Toc496001301)

[Week 3: Indirect & Direct Descriptive FBA’s 20](#_Toc496001302)

[Week 4: Positive & Negative Reinforcement 22](#_Toc496001303)

[Week 5: Creating Charts for FBA’s 24](#_Toc496001304)

[Week 6: Antecedent Interventions 26](#_Toc496001305)

[Week 7: Literature Review 28](#_Toc496001306)

[Week 8: Wrap-up 30](#_Toc496001307)

# Course Grading

Grading is in accordance with the academic policies of Alliant International University.

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 94-100 | A |
| 90-93 | A- |
| 87-89 | B+ |
| 84-86 | B |
| 80-83 | B- |
| 77-79 | C+ |
| 74-76 | C |
| 70-73 | C- |
| 67-69 | D+ |
| 64-66 | D |
| 61-63 | D- |
| < 61% | F |

Final grades will be determined as follows based on the points obtained in the following categories:

|  |  |
| --- | --- |
| **Assignment Categories** | **% of Grade** |
| Discussion | 30 |
| Functional Behavior Assessment | 50 |
| Literature Review Report | 20 |

# Course Assessments

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Assignment Category** | **Point Value** |
| **Week 1** |  |  |  |
|  | Discussion: Problem Behaviors |  | Discussion | 5 |
| **Week 2** |  |  |  |
|  | Discussion: FBA’s |  | Discussion | 5 |
| **Week 3** |  |  |  |
|  | Discussion: FBA Assignment |  | Discussion | 5 |
| **Week 4** |  |  |  |
|  | Discussion: Positive and Negative Reinforcement |  | Discussion | 5 |
| **Week 5** |  |  |  |
|  | Discussion: Motivating Operations |  | Discussion | 5 |
|  | Discussion: FBA Assignment–Interventions |  | Discussion | 5 |
| **Week 6** |  |  |  |
|  | Discussion: Antecedent Interventions |  | Discussion | 5 |
|  | Discussion: FBA Assignment Draft |  | Discussion | 10 |
|  | Assignment: FBA Draft |  | Functional Behavior Assessment | 20 |
| **Week 7** |  |  |  |
|  | Discussion: Literature Review Report Assignment Draft |  | Discussion | 10 |
|  | Assignment: Literature Review Report Draft |  | Literature Review Report | 20 |
| **Week 8** |  |  |  |
|  | Discussion: Function of Behaviors |  | Discussion | 5 |
|  | Assignment: Functional Behavioral Assessment |  | Functional Behavior Assessment | 65 |
|  | Assignment: Literature Review Report |  | Literature Review Report | 40 |
| **Total Points** |  |  | **205** |

Week 1: Introduction to Behavioral Consultation

Learning Objectives

|  |  |
| --- | --- |
| * 1. Explain applied behavior analysis.
 | CLO2  |
| * 1. Determine the basic characteristics of behavior in applied behavior analysis.
 | CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 1.1, 1.2 |
| ***Applied Behavior Analysis*** * Ch. 1: Definition and Characteristics of Applied Behavior Analysis
* Ch. 2: Basic Concepts
 |
| **Review** the following presentations: * ABA Chapter 1
* Behavior Management
 |
| ***Optional Reading*****Read** Ch. 1 of Behavior Analytic Consultation to Schools  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Problem Behaviors** | 1.1, 1.2 |
| **Respond** to the following prompts in the Problem Behaviors discussion forum by Wednesday: * What is your awareness level of applied behavior analysis?
* How can understanding and pinpointing the function of problem behaviors help schools and problem behaviors?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

Week 2: Overview of FBA’s

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine the legal requirements for conducting FBA’s.
 | CLO2 |
| * 1. Determine behaviors that would prompt an FBA.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 2.1, 2.2 |
| ***Conducting School-Based Functional Behavioral Assessments*** * Ch. 1: Introduction to Functional Behavioral Assessment
* Ch. 2: Genesis of Functional Behavioral Assessment
* Ch. 3: Legal Aspects of Functional Behavioral Assessment
* Ch. 4: Everything You Always Wanted to Know about the Conceptual Foundations of Functional Behavioral Assessment
 |
| ***Mental Health Interventions for School Counselors*** Ch. 1: Attention Deficit Hyperactivity Disorder |
| ***Applied Behavior Analysis*** Ch. 3: Selecting and Defining Target Behaviors |
| ***YouTube*** **View** the following videos: * “[Functional Assessment of Problem Behaviors Part I](https://youtu.be/aO_KbSG7vt0)” [40:31]
* “[Functional Assessment of Problem Behaviors Part II](https://youtu.be/6lRVXtSQWbs)” [53:47]
 |
| **Review** the Introduction into FBA’s presentation.  |

|  |  |
| --- | --- |
| **Preparation: Functional Behavior Assessment** | N/A |
| **Begin** working on the Functional Behavior Assessment assignment due in Week 8. **Ensure** you have written consent to conduct a Functional Behavior Assessment on a student. **Review** complete instructions for this assignment in Week 8.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: FBA’s** | 2.1, 2.2 |
| **Respond** to the following prompts in the FBA’s discussion forum by Wednesday: * After reading more about the legal requirement for doing an FBA, how has your view changed about this legal requirement?
* What are some problem behaviors in the literature that will likely prompt the need for an FBA?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

Week 3: Indirect & Direct Descriptive FBA’s

Learning Objectives

|  |  |
| --- | --- |
| * 1. Analyze key elements when determining interfering behaviors including background history, review of records, and basic adaptive skills used in indirect FBA assessments.
 | CLO4 |
| * 1. Interprets keys elements when determining antecedent behavior consequence when recording behaviors through direct observation.
 | CLO4 |
| * 1. Apply the use of functional behavior assessments and suitable forms to collect interview data.
 | CLO1 |
| * 1. Analyze the components of a direct descriptive functional behavior assessment including forms used to collect behavior data.
 | CLO1 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 3.1, 3.2, 3.3, 3.4 |
| ***Conducting School-Based Functional Behavioral Assessments*** * Ch. 5: Key Elements of Functional Behavioral Assessment
* Ch. 6: Observing and Recording Behavior
* Ch. 7: Indirect Functional Behavioral Assessment
* Ch. 8: Direct Descriptive Functional Behavioral Assessment
 |
| ***Mental Health Interventions for School Counselors*** Ch. 2: Externalizing Behavior Disorders: Supporting Students with Aggression and Violent Tendencies |
| ***YouTube*** **View** the following videos: * “[Functions of Behavior (Behaviorbabe) / slower version](https://youtu.be/f0CnHVptht0)” [4:17]
* “[ABA Data Sheet: Behavior Data](https://youtu.be/wujDf8mMdMI)” [15:56]
* “[ABA Therapy: Data Collection](https://youtu.be/7QquFBD7AM4)” [13:38]
 |
| ***Optional Reading*** **Read** Ch. 1 & 8 of *Behavior Analytic Consultation to Schools*. |

|  |  |
| --- | --- |
| **Preparation: Functional Behavior Assessment** | N/A |
| **Continue** working on the Functional Behavior Assessment assignment due in Week 8. * Consider using the forms in your textbook.
* Define the problem behavior(s) and determine a timeframe for when the problem behavior(s) occur.
* Collect behavior data through direct observation.
* Ensure the direct observation data collected is both frequency and duration data.
* Collect A B C data: write down what is happening in the environment just before the behavior and what happens after the behavior.
* Determine possible establishing operations when observing your target behavior.

**Ensure** you follow the rubric when determining what is needed for your FBA. **Begin** interviewing staff members regarding the problem behavior demonstrated by your selected student. Feel free to make copies of interview forms in Ch. 7 of *Conducting School-Based Functional Behavioral Assessments* to gather relevant background data observed by staff. You can use and report on this information for your FBA report.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: FBA Assignment** | 3.1, 3.2, 3.3, 3.4 |
| **Respond** to the following prompts in the FBA Assignment discussion forum by Wednesday: * Share some background factors regarding your potential student you will be assessing.
* Does this student mirror any information from the *Mental Health Interventions for School Counselors* reading regarding externalizing behavior disorder?
* What similarities exist regarding your potential student and the ADHD features from Ch. I of *Mental Health Interventions for School Counselors* that could impact their access to education?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

Week 4: Positive & Negative Reinforcement

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine in what way both indirect and direct descriptive functional behavior assessment comprise a best practice FBA.
 | CLO5 |
| * 1. Analyze internalizing behavior disorders that will likely prompt an FBA in the schools.
 | CLO2 |
| * 1. Determine what positive reinforcement is and how it affects future behavior.
 | CLO2 |
| * 1. Determine what negative reinforcement is and how it affects future behavior.
 | CLO2 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 4.1, 4.2, 4.3, 4.4 |
| ***Conducting School-Based Functional Behavioral Assessments*** **Review** the following chapters: * Ch. 7: Indirect Functional Behavioral Assessment
* Ch. 8: Direct Descriptive Functional Behavioral Assessment

**Read** Ch. 9: Brief Functional Analysis of Behavior |
| ***Mental Health Interventions for School Counselors*** Ch. 3: Internalizing Behavior Disorders: Supporting Students with Depression, Anxiety, and Self-Injurious Behavior |
| ***Applied Behavior Analysis*** **Review** the following chapters: * Ch. 2: Basic Concepts
* Ch. 3: Selecting and Defining Target Behaviors

**Read** Ch. 4: Measuring Behavior |
| ***YouTube*** **View** the “[Positive Reinforcement - The Big Bang Theory](https://youtu.be/JA96Fba-WHk)” [4:53] video.  |
| ***Presentations*** **Review** the following presentations: * Negative Reinforcement
* Positive Reinforcement
 |

|  |  |
| --- | --- |
| **Preparation: Literature Review Report** | N/A |
| **Begin** working on the Literature Review Report assignment due in Week 8.**Review** complete instructions for this assignment in Week 8. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Positive and Negative Reinforcement** | 4.1, 4.2, 4.3, 4.4 |
| **Respond** to the following prompts in the Positive and Negative Reinforcement discussion forum by Wednesday: * Share a personal example of both positive and negative reinforcement as it applies to the readings this week.
* Is reinforcement bribery or part of the conditioning process we all share?
* How could you utilize both positive and negative reinforcement in the school setting?
* How can understanding internalizing disorders such as depression, anxiety and self-injurious behaviors help you in the school setting?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.  |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

Week 5: Creating Charts for FBA’s

Learning Objectives

|  |  |
| --- | --- |
| * 1. Determine problem behaviors that could affect a child’s mental health and academic performance in the schools.
 | CLO6 |
| * 1. Analyze the effect of motivating operations in student behavior.
 | CLO4 |
| * 1. Determine when and how stimulus control affects behavioral patterns.
 | CLO4 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 5.1, 5.2, 5.3 |
| ***Mental Health Interventions for School Counselors*** * Ch. 4: Eating Disorders, Obesity, and Body Image Concerns: Prevention and Intervention
* Ch. 5: Substance Abuse: Implications for School Counseling Practice
* Ch. 6: Child Sexual Abuse
* Ch. 7: Students with Severe Acting-Out Behavior: A Family Intervention Approach
 |
| ***Applied Behavior Analysis*** * Ch. 16: Motivating Operations – Jack L. Michael
* Ch. 17: Stimulus Control
 |
| ***YouTube*** * “[How to Create Behavior Graphs on Excel - Video 1](https://youtu.be/vGIiYo_6-QQ)” [17:20]
* “[Phase Change Video](https://youtu.be/iZp2LqibMlg)” [7:47]
 |
| ***Presentations*****Review** the following presentations: * Motivating Operations
* Stimulus Control
 |
| ***Optional Reading*** **Read** Ch. 5 of *Behavior Analytic Consultation to Schools*.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Motivating Operations** | 5.1, 5.2, 5.3 |
| **Respond** to the following prompts in the Motivating Operations discussion forum by Wednesday: * We are all motivated by either unconditioned or conditioned motivating operations. What two examples of each likely affect you in your daily routine?
* How might stimulus control affect children's behavior responses in the classroom? Give an example of stimulus control either in your personal life or from past experience working with children.

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: FBA Assignment–Interventions** | 5.1, 5.2, 5.3 |
| **Respond** to the following prompt in the FBA Assignment–Interventions discussion forum by Wednesday: What are some possible interventions you may use to either increase or decrease either appropriate or non-appropriate behavior at school? **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

Week 6: Antecedent Interventions

Learning Objectives

|  |  |
| --- | --- |
| * 1. Interpret the principles of antecedent interventions and when to use this type of intervention.
 | CLO4 |
| * 1. Determine the most used antecedent intervention techniques to decrease a problem behavior from the applied literature.
 | CLO6 |
| * 1. Analyze the effect of motivating operations on antecedent changes in the behavior to affect an intervention.
 | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** | 6.1, 6.2, 6.3 |
| ***Applied Behavior Analysis*** Ch. 23: Antecedent Interventions  |
| ***Presentation*****Review** the Antecedent Interventions presentation.  |
| ***Optional Reading*** **Read** Ch. 4 of *Behavior Analytic Consultation to Schools*.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Antecedent Interventions** | 6.1, 6.2, 6.3 |
| **Respond** to the following prompts in the Antecedent Interventions discussion forum by Wednesday: * Before you completed the assigned readings this week, had you ever considered the concept of antecedent intervention? Why or why not?
* Based on the assigned readings, when do you think it is appropriate to apply antecedent interventions in the school setting?
* What three different antecedent interventions would work on increasing a student’s motivation to behave or comply with adult task demands?
* As a school psychologist or school counselor, how could you help implement antecedent interventions in the schools?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Discussion: FBA Assignment Draft** | N/A |
| **Post** a draft of your FBA assignment in the FBA Assignment Draft discussion forum by Tuesday. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Friday. If possible, respond to posts that have not yet received feedback from a classmate.**Note**. Due dates in this forum are different from previous weeks due to the nature of the discussion.  |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: FBA Draft** | N/A |
| **Review** the feedback provided by your classmates of your FBA draft. **Revise** your FBA draft as needed. **Submit** a second draft to your course instructor by Sunday.  |

Week 7: Literature Review

Learning Objectives

|  |  |
| --- | --- |
| * 1. Evaluate the use of peer reviewed articles to support literature findings regarding a specific neurological or behavior disorder.
 | CLO6 |
| * 1. Evaluate background history of work related to a neurologic or behavioral condition.
 | CLO6 |
| * 1. Assess work for appropriate use of research findings to make an education decision regarding possible interventions in the schools.
 | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| No readings this week.  |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Literature Review Report Assignment Draft** | 7.1, 7.2, 7.3 |
| **Post** a draft of your Literature Review Report to the Literature Review Report Assignment Draft discussion forum by Tuesday. **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Friday. If possible, respond to posts that have not yet received feedback from a classmate. **Consider** the following when providing your feedback: * Did your colleagues review of considered articles provide validity to the behavioral or neurological disorder findings?
* Do you feel the background history regarding the findings in the literature was sufficient?
* Are the identified treatments effective for dealing with this condition or disorder?
* Did your colleague address any cultural or gender factors that need more clarification?
* Did your colleague consider the most appropriate interventions that support an individual’s independence in the school or community?

**Note**. Due dates in this forum are different from previous weeks due to the nature of the discussion. This is your time to share anything that may need more information or support for your colleague’s final paper. |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Literature Review Report Draft** | N/A |
| **Review** the feedback provided by your classmates of your Literature Review Report draft. **Revise** your Literature Review Report draft as needed. **Submit** a second draft to your course instructor by Sunday. |

Week 8: Wrap-up

Learning Objectives

|  |  |
| --- | --- |
| * 1. Employ best practices to complete a functional behavior assessment.
 | CLO1 |
| * 1. Apply data-based decision-making practices to complete a functional behavior assessment.
 | CLO5 |
| * 1. Interpret legal obligations under Individual with Disabilities Educational Improvement Act (IDEIA) for dealing with problem behavior.
 | CLO6 |
| * 1. Determine the etiology of a neurological or biological condition that is supported in public education.
 | CLO6 |
| * 1. Analyze treatment or program planning found in the literature for dealing with problem behavior
 | CLO6 |

# Activities and Resources

|  |  |
| --- | --- |
| **Readings** |  |
| No readings this week. |

# Assignments

|  |  |
| --- | --- |
| **Discussion: Function of Behaviors** | 8.1, 8.2, 8.3 |
| **Respond** to the following prompts in the Function of Behaviors discussion forum by Wednesday: * Now that you have conducted an FBA, how may school psychologists and school counselors benefit from understanding the function of behaviors when creating interventions for behavior plans in the classroom?
* How will you apply your new skills in the public-school system?
* Consider your legal obligation to protect and serve children even when interfering behaviors prohibit them from accessing their education, how does applying your knowledge of an FBA support a child’s access to education?

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](http://www.risemodel.com/), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.  |
| Check into this discussion periodically to help guide students and to provide your own thoughts or insights. Mimic for them how you would like them to engage with each other beyond stating, ‘Good post! or I agree!’ |

|  |  |
| --- | --- |
| **Assignment: Functional Behavioral Assessment** | 8.1, 8.2 |
| **Conduct** a school-based Functional Behavioral Assessment on a student. **Utilize** the *Conducting School-Based Functional Behavioral Assessments* text as a resource for completing this assignment. **Ensure** the following is included in your FBA: * Describe your student
* Interfering behaviors
* History of previous interventions
* Ecological variables
* Three direct observations
* Descriptive contingency analysis
* Summary of contingency analysis
* Function of behavior summary statement
* Hypothesis statement
* Function-based interventions
* Replacement behavior
* Visual graph and recording of problem behavior

**Refer** to the FBA Assignment rubric for specific details for each area. **Note**. Ensure to change any identifying information for the student you assessed per FERPA guidelines. **Submit** your FBA by Sunday as a Word document.  |
| Use your best judgement for allowing accommodations for this assignment such as allowing students to use a family member or neighbor for conducting the assessment.  |

|  |  |
| --- | --- |
| **Assignment: Literature Review Report** | 8.3, 8.4, 8.5 |
| **Research** of one of the following psychological, medical, or biological conditions that have behavioral features that you would like to know more about: * Schizophrenia
* Klinefelter's Syndrome
* Epilepsy
* Fragile X Syndrome
* Prader-Willi Syndrome
* Autism
* Asperger’s Syndrome
* Tourette’s Syndrome
* Specific anxiety disorder
* ADHD
* ODD
* Bipolar Disorder
* TBI

**Note**. If you would like to research a different condition email your course instructor for prior approval. **Write** a five-to six-page literature review report that contains the following information: * Frequency and prevalence of the condition
* Essential signs and symptoms
* Culture, age and gender features
* Medical treatments
* Considerations for educational planning

**Format** your paper consistent with APA style guidelines. **Submit** your report as a Word document by Sunday.  |

# Rubrics

**Discussion Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary****100%** | **Good****67%** | **Needs Improvement****33%** |
| **Initial Response to the Forum Topic** (X points) | Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts. | Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts. | Topic is addressed superficially and without evidence that prior posts were considered. |
| **Feedback to First Peer’s Response to the Forum Topic**(X points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |
| **Feedback to Second Peer’s Response to the Forum Topic**(X points) | Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented. | Feedback was thoughtful but did not include specific suggestions and references for improvement. | Feedback was superficial and did not cover all levels of the RISE model. |

**Functional Behavioral Assessment Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary****100%** | **Good****67%** | **Needs Improvement****33%** |
| **Description of Student** (5 points) | Includes full & complete description of the following: * Client age, diagnosis, family & living environment
* Current & previous services & school placement
* Medical conditions & medication
* Results of reinforcer assessment
 | Includes a description of the following: * Client age, diagnosis, family & living environment
* Current & previous services & school placement
* Medical conditions & medication

Results of reinforcer assessment | Missing one or more of the following: * Client age, diagnosis, family & living environment
* Current & previous services & school placement
* Medical conditions & medication

Results of reinforcer assessment |
| **FBA Procedure**(5 points) | Interfering behaviors are identified and described. Operational definition is observable, clear, & complete.  | Interfering behaviors are identified. Operational definition is observable and clear.  | Missing one or more of the following elements or the description is not clear and complete: * Interfering behaviors
* Operational definition
 |
| **History of Previous Interventions** (5 points) | Longevity of behavior is provided. Detailed account of previous interventions attempted and their effects on the behavior is provided.  | Longevity of behavior is provided. Account of previous interventions attempted and their effects on the behavior is provided. | Longevity of behavior is provided. Account of previous interventions attempted and their effects on the behavior is missing or not fully developed. |
| **Ecological Variables**(5 points) | Description of ecological conditions contributing to the occurrence and maintenance of the problem behavior is fully developed.  | Description of ecological conditions contributing to the occurrence and maintenance of the problem behavior is provided. | Description of ecological conditions contributing to the occurrence and maintenance of the problem behavior is incomplete. |
| **Observations**(5 points) | Three or more direct observations at least 1-to 2-hours long is provided for data collection. The observations occur across settings. All 3 observations are summarized.The same timeframe for each observation is kept e.g., each visit will be 1-or 2-hours. **Note**. The times need to be consistent for your visual graph of the problem behavior. | Three direct observations at least 1 hour long is provided for data collection. The observations occur across settings. All 3 observations are summarized.The same timeframe for each observation is kept e.g., each visit will be 1-or 2-hours. **Note**. The times need to be consistent for your visual graph of the problem behavior. | Less than 3 direct observations under 1 hour long is provided for data collection. The observations do not occur across settings. All observations are summarized.The same timeframe for each observation is not kept e.g., each visit will be 1-or 2-hours. **Note**. The times need to be consistent for your visual graph of the problem behavior. |
| **Descriptive Contingency Analysis** (5 points) | Contains the following in this order:1. Establishing Operation2. Antecedent3. Behavior4. Consequence conducted after doing direct observation of student. | Contains the following, but *not* in this order:1. Establishing Operation2. Antecedent3. Behavior4. Consequence conducted after doing direct observation of student. | Is missing one or more of the following: 1. Establishing Operation2. Antecedent3. Behavior4. Consequence conducted after doing direct observation of student. |
| **Summary of Contingency Analysis** (5 points) | The following is fully developed in the summary: * What are the establishing operations that you hypothesize as contributing such as setting events or EO?
* What are the antecedent variables predicting the occurrence of the behavior such as triggers
* Consequent conditions influencing future occurrence of the behavior
 | The following is addressed in the summary: * What are the establishing operations that you hypothesize as contributing such as setting events or EO?
* What are the antecedent variables predicting the occurrence of the behavior such as triggers
* Consequent conditions influencing future occurrence of the behavior
 | One or more of the following is missing in the summary: * What are the establishing operations that you hypothesize as contributing such as setting events or EO?
* What are the antecedent variables predicting the occurrence of the behavior such as triggers
* Consequent conditions influencing future occurrence of the behavior
 |
| **Function of Behavior Summary Statement** (5 points) | A summary statement is provided for *every* behavioral function hypothesized.Each summary statement includes situation, behavior & function.  | A summary statement is *not* provided for every behavioral function hypothesized.Each summary statement includes situation, behavior & function. | A summary statement is *not* provided for every behavioral function hypothesized.Each summary statement *does not* include situation, behavior & function. |
| **Hypothesis Statement** (5 points) | Contains four or more hypothesis statements. | Contains at least three hypothesis statements. | Contains less than 3 hypothesis statements.  |
| **Function-Based Interventions** (5 points) | Interventions support the desired modification, are well-developed, and stated clearly. | Interventions support the desired modification, are stated clearly, but could be further developed.  | Interventions do not support the desired modification and are unclear.  |
| **Replacement Behavior** (5 points) | The functionally-equivalent replacement behavior that is recommended to replace the occurrence of the problem behavior is stated in the following manner: By when, who, will do what, to what criterion, under what conditions as measured by what. | The functionally-equivalent replacement behavior that is recommended to replace the occurrence of the problem behavior is stated in the following manner: By when, who, will do what, to what criterion, under what conditions as measured by what. | The following functionally-equivalent replacement behavior is recommended to replace the occurrence of the problem behavior:By when, who, will do what, to what criterion, under what conditions as measured by what. |
| **Visual Graph** (5 points) | A detailed visual graph of your data is provided with your report. | A visual graph of your data is provided with your report. | A visual graph of your data is not provided with your report.  |
| **Recording** (5 points) | Recording procedures are described, including who recorded the data. Detailed account of behavioral data is provided with Dimension of Measure, e.g., frequency and duration, data of problem behavior.  | Recording procedures are described, including who recorded the data. Behavioral data is provided with Dimension of Measure, e.g., frequency and duration, data of problem behavior. | Recording procedures are described, including who recorded the data. Behavioral data is not provided. |

**Literature Review Report Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary****100%** | **Good****67%** | **Needs Improvement****33%** |
| **Frequency and Prevalence of Condition** (4 points) | Statements of frequency and prevalence of condition are clear and well-defined.  | Statements of frequency and prevalence of condition are clear.  | Statements of frequency and prevalence of condition are clear and well-defined.  |
| **Essential Signs and Symptoms**(4 points) | Description of diagnostic signs and symptoms are clear and well-defined. | Description of diagnostic signs and symptoms are clear. | Description of diagnostic signs and symptoms are clear and well-defined. |
| **Culture, Age and Gender Features** (4 points) | Evidence of research to determine culture, age and gender features of condition.  | Limited evidence of research to determine culture, age and gender features of condition.  | Evidence of research to determine culture, age and gender features of condition.  |
| **Medical Treatments**(4 points) | Medical treatments documented in the literature are clear and well-described.  | Medical treatments documented in the literature are clear.  | Medical treatments documented in the literature are clear and well-described.  |
| **Considerations for Educational Planning**(4 points) | Considerations look at assessment strategies as well as intervention strategies. | Considerations only use one of the following strategies: * assessment strategies
* intervention strategies
 | Considerations do not utilize assessment or intervention strategies. |