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### PSYX 582.01: Behavioral Assessment & Intervention

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# Psyx 582 – Behavioral Assessment & Intervention

Fall 2022

## Course Location and Time

Location: Skaggs 246  
Tuesdays 4:00pm-6:50pm

## Instructor Information

Instructor: Amy Burton, Ed. S.  
Office: C. S. Porter or Franklin Elementary (no campus office)  
E-mail: [amy.burton@umt.edu](mailto:amy.burton@umt.edu); [amburton@mcpsmt.org](mailto:amburton@mcpsmt.org) (quicker response with this e-mail)  
Office hours: By appointment

## Required Texts

Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building Positive Behavior Support Systems in Schools: Second Edition*. New York: The Guilford Press.

Harlacher, J. E. & Rodriguez, B. J. (2018). *Schoolwide Positive Behavioral Interventions and Supports: Integrating All Three Tiers*. Bloomington, IN: Marzano Resources.

Steege, M. W., Pratt, J. L., Wickerd, R. G., & Watson, T. S. (2019). *Conducting School-Based Functional Behavioral Assessments, Third Edition*. New York: The Guilford Press.

## Additional Readings (Moodle)

Additional readings – or other material- will be available on Moodle under the Week area.

## (Some) Recommended Texts

Alberto, P. A. & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers, 9<sup>th</sup> Edition*. Upper Saddle River, NJ: Pearson.

Crone, D. A., Hawken, L. S., & Horner, R. H. (2010). *Responding to Problem Behavior in Schools: The Behavioral Education Program, Second Edition*. New York: The Guilford Press

House, S. N. (2020). *Behavioral Intervention Manual: Goals, Objectives, and Intervention Strategies, Second Edition*. Columbia, MO: Hawthorne Educational Services.

McCarney, S. B. (2006). *Pre-referral Intervention Manual, Third Edition*. Columbia, MO: Hawthorne Educational Services.

Sprague, J. & Golly, A. (2013). *Best Behavior: Building Positive Behavior Support in Schools, Second Edition*. Boston, MA: Sopris West

Sprick, R. & Garrison, M. (2008). *Interventions: Evidence-based Behavioral Strategies for Individual Students, Second Edition*. Eugene, Oregon: Pacific Northwest Publishing.

## **COVID Information and Protocols**

The Curry Health Center site (<https://www.umt.edu/curry-health-center/corona-virus.php>) can be accessed for information and also pay attention to official information coming to your University email accounts regarding updated guidance.

## **Course Objectives**

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

- Understand the need and the theoretical and empirical support for school-wide positive behavior supports. (PBS/PBIS/MBI, etc.)
  - Understand a three-tiered model of MTSS, as well as implement assessment and intervention strategies appropriate to each tier of the model.
- Learn how to analyze challenging behavior into a Functional Behavioral Assessment format.
  - Including defining behavior, data collection, and deriving hypotheses regarding functions of behavior
- Learn how to implement a behavioral intervention plan (BIP) using empirically supported behavioral procedures.
- Understand, identify, and articulate antecedent conditions associated with behavioral difficulties and antecedent modifications that can be made to prevent problematic behavior.
- Demonstrate competence in consultation and collaboration with family and/or school personnel in understanding, and meeting, student intervention needs.
- Understanding of factors impacting behavior such as relationship and mental health factors.
- Develop an understanding of the components of school-wide positive behavioral intervention and support efforts.
- Develop an understanding of system implementation of social, emotional, and behavioral supports at Tier 1, Tier 2, and Tier 3.

## **Class Format**

This class will be in-person for this semester. If the class changes to a remote format, we will use Zoom, and the instructor will provide a link. Each class will have a focus on the research, readings, literature (the what and why) and the second half dedicated to the how (real-life implementation) through case studies and Q and A. The goal is to provide a robust understanding of the research as well as best practices and how to truly implement strategies in different school settings.

## **Learning Activities**

### **- Class Participation**

An expectation is to read the text(s) and any assigned articles prior to each class session. Credit will be received for class participation based on the number and quality of contributions to whole class discussion, small group work, and exercises. There may be times that questions are given prior to class

to better prepared ahead of time. Please speak to me personally if oral participation in class becomes a hardship. Full participate points are only gained for in-person attendance.

- **Assignments**

1. Write-up on the FBA process on a student at practicum and class presentation on this information (template provided for write-up)
2. Write up and class presentation on a Tier 1 Social, Emotional, and Behavioral (SEB) Curriculum or universal SEB screening tool (template provided for write-up)
3. Write-up and class presentation on a Tier 2 Social, Emotional, and Behavioral Intervention (template provided for write-up)
4. Write-up on of the BIP process on a student at practicum and class presentation on this information (template provided for write-up)
5. Final – case study analysis discussing FBA, BIP, and multi-tier levels of support (template provided) and class presentation on this information

Note: It is assumed that all students will be placed within a public school setting during the semester. If this ends up NOT being the case, adjustments will be made. Please stay in communication about your practicum placement and the opportunities it affords for doing the assignments (or struggles) for this class. ***Tell your practicum supervisor about the FBA and BIP assignments sooner rather than later. I'm happy to help out in these conversations if it seems as though the tasks may not get done in a timely manner.***

- **Presentations and short summary write-up (template provided):**

■ **Tier 1 screening tools and SEB curriculum**

Screening tools:

- Student Risk Screening Scale (SRSS)
- Systematic Screening for Behavioral Disorders (SSBD)
- Strengths and Difficulties Questionnaire (SDQ)
- Behavioral and Emotional Screening System (BESS)
- Another at your site school you want to research – talk to me

SEB Curriculum:

- Second Step
- Purposeful People/Character Strong
- Leader in Me
- Another at your site school you want to research – talk to me

■ **Tier 2 interventions**

- Small group for social skills, self-management, study skills, etc. (research-based programs can include Strong Start/Strong Kids, Coping Cats, Super Flex, Skillstreaming, Zones of Regulation, Homework, Organization, and Planning Skills (HOPS))
- Check-In and Check-Out
- Check and Connect
- Meaningful Work
- Another at your site school you want to research – talk to me

A chosen Tier 1 (curriculum or screener) and Tier 2 will be picked individually early in the semester so ample time will be provided for research.

- **Final**

There will be a written assignment pulling all information discussed during the semester into a final paper and presentation. I will provide you a case study and template for the write-up at the end of the semester.

- **Practicum involvement**

There will be activities that can be part of your practicum hours. Please keep track of all these hours. In general, PSYX 587 hours will only be those in which time is spent in the school setting, not other time spent on assignments for this class, such as writing up your discussions, etc. However, the time you work with your practicum supervisor and school teams can be counted, such as discussing the FBA, BIP, and the building's tiered levels of support.

## **Grading**

Class Participation: 140 (possible 10 points a class)

Assignments:

FBA, Tier 1, Tier 2, BIP

Write-up = 10 each

Class presentation = 10 each

Final Assignment Write-up = 50

Final Presentation: 20

**Total: 290 points**

**Final Grades will be determined as follows:**

<b>Percentage</b>	<b>Grade</b>
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
60% - 63%	D-
0% - 59%	F

## **Projected Times**

Please note: this timeline is subject to change, as are specific readings. I will try to give ample forewarning if this happens.

Date	Topic	Reading	Assignment
8/30 Week 1	Introductions Syllabus & Course Overview Review of FBA assignment due in November to start in practicum in Sept/Oct Pre-assessment Self-care (do not turn in) Begin discussion of What is a Functional Behavioral Assessment? Introduction to FBA form	<b>C, H, &amp; H</b> Ch. 1  <b>S, P, W, G, &amp; W</b> Ch. 1 & 2  Winett (1972)  Colorado Dept. Ed. (2017)  Pennsylvania Dept. Ed.	Pre-Assessment (turn in during class)  Self-Care (hang on to for later)
9/6 Week 2	What is a Functional Behavioral Assessment? (continued) <ul style="list-style-type: none"> <li>- Systematic ways to identify a problem behavior</li> <li>- Understanding antecedents (triggers)</li> <li>- Setting Events</li> </ul>	<b>S, P, W, G, &amp; W</b> Ch. 3 & 6  Gresham, et. al. (2001)  New Mexico Dept. Ed. (2010) (FBA section)	
9/13 Week 3	What is a Functional Behavioral Assessment? (continued) <ul style="list-style-type: none"> <li>- Gather and analyze information               <ul style="list-style-type: none"> <li>■ Observation techniques</li> <li>■ Review of SEB checklists and measures</li> </ul> </li> </ul>	<b>C, H, &amp; H</b> Ch. 2 & 3  Couvillion, et. al. (2009)  Kim, et. al. (2021)  Cook (2021)	Pick a Tier 1 SEL curriculum or screener and Tier 2 intervention for later assignments
9/20 Week 4	What is a Functional Behavioral Assessment? (continued) <ul style="list-style-type: none"> <li>- Function of the behavior</li> <li>- Understanding consequences that maintain the behavior               <ul style="list-style-type: none"> <li>■ Increasing desirable behaviors</li> <li>■ Decreasing unwanted behaviors</li> </ul> </li> </ul>	<b>ABA</b> Ch. 7, 8, & 9  Zoder-Martell, et. al. (2017)  Max, et. al. (2021)  Borgmeier, et. al (2015)  Putman, et. al. (2015)	
9/27 Week 5	What is a Functional Behavioral Assessment (continued) <ul style="list-style-type: none"> <li>- Replacement behavior</li> <li>- Developing a hypothesis and goal</li> </ul> MTSS – Tier 1 (start if time allows)	<b>H &amp; R</b> Ch. 1 & 2  Gresham, et. al. (2013)  George, et. al. (2013)  Lawson, et. al. (2019)	

Date	Topic	Reading	Assignment
	<ul style="list-style-type: none"> <li>- CASEL (Collaborative for Academic, Social, and Emotional Learning) resource               <ul style="list-style-type: none"> <li>■ 5 core SEL competencies</li> <li>■ Tier 1 program guide <a href="https://pg.casel.org/">https://pg.casel.org/</a></li> </ul> </li> </ul>	Strickland-Cohen, et. al. (2016)  <i>Optional:</i> Wright (2017)  NASP (2015)	
10/4 Week 6	MTSS – Tier 1 (finish above if not done) <ul style="list-style-type: none"> <li>- SEB curriculum</li> <li>- Universal screeners</li> <li>- Universal building behaviors (Be Safe, Be Respectful, Be Responsible) (positively stated expectations (Teach-Tos))</li> <li>- Reinforcement systems and classroom management systems</li> </ul>	<b>Best Practices</b> Ch. 5 & 7  Sugai, et. al. (2012)  Durlak, et. al. (2011)  Partin, et. al. (2010)  Garnett, et. al. (2022)  NASP (2020)  NASP (2016)  <i>Optional: Brann, et. al. (2022)</i>  <i>Mahoney, et. al. (2018)</i>	
10/11 Week 7	MTSS – Tier 2  Presentations on Tier 1 SEL curriculum or universal screeners	<b>H &amp; R</b> Ch. 3  Anderson, et. al. (2010)  Campbell, et. al. (2013)  McIntosh, et. al. (2009)  Mitchell (2021)  NASP (2020)  Paul von der Embse, et. al. (2021)  Hatton, et. al. (2020)  <i>Optional:</i>	<b>Tier 1 Assignment due and presentation in class</b>  <b>Mid-semester assessment in class</b>

Date	Topic	Reading	Assignment
		<i>Alperin, et. al. (2021)</i>  <i>Braun, et. al. (2020)</i>	
10/18 Week 8	MTSS – Tier 3 - Other interventions other than FBA/BIPs	<b>H &amp; R</b> Ch. 4  NASP (2020)  PBIS (2022)	
10/25 Week 9	How does relationship and emotional factors play into behavior?  Hot topics with behavior: - Executive Functioning and ADHD - Anxiety - Depression - Marginalized youth  Presentations on Tier 2 interventions	<b>S, P, W, G, &amp; W</b> Ch. 4 & 5  Wessels (2015)  Malone, et. al. (2021)  Fallon, et. al. (2021)  Linan-Thompson, et. al. (2021)  Ahlen, et. al. (2019)  <i>Optional: Eklund, et. al. (2022)</i>  <i>Essau, et. al. (2012)</i>	<b>Tier 2 Assignment due and presentation in class</b>
11/1 Week 10	Special areas – preschool and high school  Presentations on FBAs	<b>C, H, &amp; H</b> Ch. 10  Greenwood, et. al. (2019)  Rapee (2013)  Bradshaw, et. al. (2015)  Education Week doc	<b>FBA Assignment due and presentation in class</b>
11/8	Election Day – No Class		
11/15 Week 11	Positive Behavior Support Plans - Antecedent strategies - Replacement strategies and teaching strategies	<b>C, H, &amp; H</b> Ch. 4  <b>S, P, W, G, &amp; W</b> Ch. 11	<b>Review Self-Care</b>



Date	Topic	Reading	Assignment
		Wright (2015)	
11/22 Week 12	Positive Behavior Support Plans (continued) <ul style="list-style-type: none"> <li>- Reinforcement strategies</li> <li>- De-escalation and crisis response</li> </ul> Rural schools, Equity  Case studies given for final assignment	Holmes, et. al. (2021)  Oram, et. al. (2016)  Pickens (2022)  McCall, et. al. (2022)	
11/29 Week 13	System implementation <ul style="list-style-type: none"> <li>- Teams</li> <li>- Progress monitoring</li> <li>- Process and forms</li> </ul> Positive Behavior Support Plan presentations  Post-Assessment	<b>C, H, &amp; H</b> Ch. 6 & 7  <b>H &amp; R</b> Ch. 5  <b>Best Practices</b> Cp. 10  Scott, et. al. (2005)  Pennington, et. al. (2019)  PBIS (2022)  <i>Optional:</i> <i>Webb, et. al. (2021)</i>	<b>BSP Assignment due and presentation in class</b>
12/6 Week 14	Class presentations on final assignment  Final questions and wrap-up		<b>By 12/9/22 Final Project Write-up due</b>
12/13	<b>Finals week; nothing due 😊</b>		

## Course Guidelines and Policies

### Expectations

Academic dishonesty is antithetical to the mission of the University of Montana; all students must practice academic honesty. Misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct, including plagiarism, will result in an "F" for the course grade and might result in dismissal from the university. Please let me know if you have any questions about what might constitute plagiarism, (also please see p. 20-21 in the Department Handbook). Please also familiarize yourself with the Student Conduct Code. The Writing and Public Speaking Center on campus provides tutoring services if needed.

### **Disability Modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and the [Office for Disability Equality \(ODE\)](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact ODE in Lommasson Center 154 or call 406.243.2243. I will work with you and ODE to provide an appropriate accommodations.

### **Syllabus**

The instructor reserves the right to change the syllabus, if necessary.