

**HDCD 6360.001 Behavior Management
Course Syllabus**

Fall 2016

Wednesday

4:00pm –6:45PM

Course Information

Course	Class Number	Title	Room	Credit
HDCD6360.001	80959	Behavior Management	GR 4.204	3 hours

Instructor Contact Information

C. Annette Anderson, LCSW
Office Address: 1700 Alma, Suite 315
Plano, TX 75075

Office Phone: 972-480-5310 (Voice mail 24 hours a day)

Fax Number: 972-509-9062

Email: ca.anderson@utdallas.edu

Available: per request

Course Pre-requisites

There are no formal prerequisites for this class

Course Description

Catalogue Description: Observational methodology in behavioral assessment and a review of principles and procedures of behavior change from social learning and applied behavior analysis perspectives. Particular attention will be given to the design, implementation, and evaluation of behavioral interventions with children and families. (0-3) Y

Instructor's Description: Students will gain an understanding in the development of a Functional Behavioral Assessment and Behavior Management plan. Students will develop their skills in observation, assessment, behavior plan development, implementation of interventions and understand barriers to implementation of behavioral changes within the family context.

Student Learning Objectives/Outcomes

Competencies and Desired Outcomes:

IPDP Competencies and EIS Learning Objectives

IFSP Learning Objectives

Be able to assess a child's functional abilities, strengths, needs, and priorities.

Be able to write functional measurable outcomes.

Know how to identify when a change to an outcome is needed during a periodic review.

Service Delivery Learning Objectives

Learn how to incorporate intervention strategies and techniques into family routines

Supplementary Activities

SA 12.1-12.5 Be able to identify strategies to address all areas of development: social-emotional, and adaptive.

SA 13 Be able to establish and build rapport with families.

Knows basic principles of child development and typical development in relation to normal spectrum of behaviors in early childhood and critical periods.

Recognizes atypical patterns of development in the behavioral domain.

Understands how disability or developmental delay affects the child's ability to interact with others and the environment.

Understands how family dynamics hinder or promote young children's positive behaviors.

Understands and applies behavioral principles in interactions with families and their children.

Implements practices that respect family cultural and socioeconomic backgrounds.

Recognizes how to work with families to develop individualized behavioral management plans.

Knows how to identify and support strengths and coping skills of families.

Respects families' insights into their own situations and into their children's behavior and development.

Students will develop an understanding of PHT- Potentially Harmful Therapies -and their legal, ethical implications.

Students will develop an understanding of adult projections, "ghosts in the nursery", and its impact on development of behavior problems with young children and causes barriers to behavior change with young children.

Required Textbooks and Materials: all available online

Textbooks: Understanding Applied Behavioral Analysis: An Introduction to ABA for Parents, Teachers, and other Professionals

Author: Albert J. Kearney

Publisher: Jessica Kingsley Publishers

Copyright: 2015

(ebooks McDermitt Library)

https://smile.amazon.com/Understanding-Applied-Behavior-Analysis-Second-ebook/dp/B00WRNEM70/ref=sr_1_1?s=digital-text&ie=UTF8&qid=1472038897&sr=1-1&keywords=understanding+applied+behavior+analysis

Functional Behavioral Assessment, Diagnosis, and Treatment: A complete System for Education and Mental Health Settings

Authors: Ennio Cipani and Keven M. Schock

Publisher: Springer Publishing Company

Copyright: Second Edition 2011

ISBN 978-082610604-9

Available on ebooks

https://smile.amazon.com/Functional-Behavioral-Assessment-Diagnosis-Treatment/dp/0826106048/ref=sr_1_1?ie=UTF8&qid=1472039060&sr=8-1&keywords=functional+behavioral+assessment&selectObb=rent

Clinical Treatment Guide to 10 Common Pediatric Behavior Problems

Authors: Ennio Cipani

Publisher: e-Book 2015 International Psychotherapy Institute

Copyright: 2015

<http://freepsychotherapybooks.org/behavior-therapy/product/109-a-clinical-treatment-guide-to-10-common-pediatric-behavioral-problems>

Additional readings as assigned on elearning and syllabus

Assignments and Grading

Personal Management Plan 20% Final project due November 30

Students will develop a personal behavior management plan designed to increase or decrease a chosen personal behavior using techniques of assessment, analysis, behavioral plan development, implementation and evaluation. Development of the plan will begin the first two weeks of the semester. The baseline measures will be conducted for two separate weeks. The final management plan will be implemented for 30 days. A Functional Behavioral Assessment, Behavior Management Plan and Conclusions or Assessment of the success of the plan will be completed and turned in November 30. Details will be distributed at first class.

Infant/Toddler Behavioral Research Paper 25%- (5% rough draft submission October 26th 15% final paper due November 16th 5% Parent Presentation November 30 & December 7)

Student will be assigned a "common behavioral problem" for infants / toddlers and their parents. A focus will be on behaviors which put a child most at risk for abuse or neglect as well as behaviors related to severe impairments.

This research paper will require a "rough draft" submission (body of the paper, 6 Pages double spaced) on October 26th and a final paper (body of the paper, 12 Pages double spaced, November 16th).

The last 2 weeks of class, each student will bring a PowerPoint presentation with a quality that could be used in future professional endeavors. Students will be assigned their presentation date and present their topic to the class in the format of a "Parent Group". A 30 minute, non-technical presentation at Level 2 Document understanding (see handout) which would be appropriate for information a parent group would like to know.

Paper must include the following sections: See Power Point 4

Final Paper will be submitted with APA style.

<http://www.apastyle.org/index.aspx>

Weekly participation grade-15%

This is partially participation and weekly assignments to assess understanding of concepts

3 Tests- September 28th 15% , October 26th 15% and November 30th. 15%

Over readings, class lectures, and other assignments for the class.

Course Policies:

1. Expected hours of work: The general expectation is that students will, across the semester, put in a total of 45 hours of work for each semester credit hour in which they are enrolled. For a typical 3-hour commitment during the semester, the student should expect to devote 135 total hours of effort.
2. All cell phones or other disruptive items will be turned on silent or vibrate during class unless you are responsible for children or have other circumstances that have been discussed with the instructors. No electronics are allowed during testing.
3. Attendance policy: Students will be on time to each class (4:00pm-6:45pm) and in attendance for the entire session. This class has detailed vocabulary that will hinder your grade if you are not in class. The student is responsible for informing the professor prior to class of an absence, either in person or by voice mail. My voice mail can be used 24 hours a day. It is the student's responsibility to access all information presented for the missed class session from other students in the class or from the e-learning website. The instructor is not responsible for ensuring the student has the missed materials. No make-up tests will be given without a written Doctor's excuse. If a student is a "no show" on the day of the test or project deadline, the student will automatically earn a zero. If a student arrives to a class session after it has begun, he/she is expected to enter quietly and take a seat in the least disruptive location. An unexcused absence will be deducted 5 points on a 100 point grading scale. Attendance and participation represents 10% of the student's grade.
4. Assignments are due on or before the designated date. No late assignments will be accepted. In the event of a verified illness (Doctor's note), the assignment may be faxed to my office prior to 5:00pm on the due date for credit. Written assignment criteria: All written material submitted should be typed using a 12pt font, double space with no more than 1 inch margins. If you have difficulty in the area of written communication skills, you must obtain the assistance of the UTD Learning Resource Center Writing Lab (on web site and at 972-883-6707).
5. Students are expected to demonstrate professional behavior in this class. Students should be prepared for class by reading the assigned materials prior to class and to participate in class discussions in a constructive manner with the instructor and other students. Should the instructor become concerned about the demeanor of a student, the student will be contacted in private to express that concern.
6. The instructor reserves the option of changing the class schedule based on the educational needs of the students.
7. All case discussions are considered confidential and cannot be discussed outside of class.
8. Attendance:

Attendance and participation are essential to the integration of course material and the student's ability to demonstrate proficiency.

Excused absences include illnesses with Doctor's excuse. All other excused absences must be approved by instructor in advance. One unexcused absence will result in a ten point drop in total grade resulting in an automatic 90 grade. Students, who miss more than 2 classes regardless of the reason, may be asked to drop the class or receive a failing grade. Repetitive tardiness may be considered an absence.

Grading Policy

Grading: To successfully complete this course, students will be required to complete all assignments on time. Assignments are due at 4:00 pm on the designated due date. Assignments should be printed and brought to class. Grades will be determined by test scores, completion and demonstration of understanding class concepts through assigned work, and participation. Tests will be multiple choice, true/false and word bank.

Personal Management Plan	20%
Infant/Toddler Behavioral Research Paper	25%
Attendance/Participation	15%
3 Exams	45%
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Total	105
* 5 points build in equivalent of extra credit	

Total 100 %
Grade Scale:
90-100 = A
80-89 = B
70-79 = C

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email

correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

It is the policy and practice of the University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with me and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion. OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098 or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.

HDCD 6360 2015 Class Schedule and Assignments	
<u>August 24</u> <u>Class 1 Introduction to Behavior Management</u> Syllabus & Schedule Power Point 1 Personal Management Plan Power Point 2 – Key Concepts in Behavior Theory Work on Section 1 & 2 PMP, complete in class	Review Class Syllabus Schedule Research Paper-Topic Assignment Personal Management Plan
<u>August 31</u> <u>Class 2</u> Behavioral Definitions continued ABC Analysis Power Point 2 Continued Power Point 3 ABC Analysis Power Point 4 Research Project Goals Research Paper Checklist Work on Section 3 PMP , complete in class	Readings for August 31 Understanding Applied Behavior Analysis Chapter 1, 2 & Chapter 3 Functional Behavioral Assessment Book Chapter 3 – pages 81 to 90 Reading up to DA: Tangible Reinforcers (1.2)
<u>September 7</u> <u>Class 3</u> Functions of Behavior Power Point 5 Functions of Behavior Power Point 5 a Access functions Power Point 5 b Escape functions	Readings for September 7 Understanding Applied Behavioral Analysis Chapter 5 Functional Behavioral Assessment Chapter 3 – pages 90-106 See elearning Five Components of a Functional Behavioral Assessment
<u>September 14</u> <u>Class 4</u> Positive Reinforcement Power Point 6 Positive Reinforcement	Readings for September 14 FBA Text Chapter 3 – 106-132 Chapter 2 Pages 33-50 ArticleL elearning The Relevance of Examining Direct Contingency Functions in Clinical

Section 4 PMP due at beginning of class	Practice: Beyond Stereotypic Behavior Vocabulary review Avoidance conditioning: elearning http://www.buzzle.com/articles/avoidance-conditioning.html
<u>September 21</u> <u>Class 5</u> Negative Reinforcement Power Point 7 Negative Reinforcement Power Point 8 Chapter 2 FBA Book Summary Section 5 PMP due at beginning of class	Readings for September 21 FBA Text Chapter 2 Pages 51-79
<u>September 28</u> <u>Class 6</u> <u>Power Point 9 Intermittent Reinforcement</u> <u>Test One:</u> <u>Chapters 1,2,3,5 UABA</u> <u>Chapter 2 & 3 FBA</u> Section 6 PMP due at beginning of class	Readings for September 28 Clinical Treatment Guide (read all) elearning
<u>October 5</u> <u>Class 7</u> Power Point 10 & 11 Punishment Power Point 12 Are You Understanding? Section 7 PMP due at beginning of class	Readings for October 5 UABA Text Chapter 4 FBA Text Chapter 1 (all pages)
<u>October 12</u> <u>Class 8</u> Punishment Power Point 13 Stimulus Control Power Point 14 Functional Behavioral Assessment Section 8 PMP due at beginning of class	UABA Text Chapter 6 Readings for October 12 FBA Text Chapter 4 Pages 133-169 Articles Analogue Assessment of the Replacement Behavior Differential Reinforcement Procedures for Access and Escape Functions Stimulus Overselectivity
<u>October 19</u> <u>Class 9</u> Replacement Behaviors Power Point 15 Replacement Behaviors Section 9 PMP due at beginning of class	Reading for October 19 UABS Text Chapter 7 FBA Text Chapter 5 Pages 170-182 Article Differentiating Behavioral & Traditional Case Formulations for Children with Severe Behavioral & Emotional Problems Complete Sensory Checklist for Students and bring to class Bring to Class ABC Sensory Chart Vocabulary 2 review
<u>October 26</u> <u>Class 10</u> Sensory Versus Behavior Power Point 16 Sensory Versus Behavior Rough Draft of Research Paper is due	Readings for October 26 UABS Chapter 8 FBA Text Chapter 5 Pages 183-214 Article

Test 2 over Chapter 6 -9 UABS Text Chapters 1-4 FBA Text	Functional Behavioral Assessment Definitions of Behavioral Support terms
<u>November 2</u> <u>Class 11</u> Writing a Behavioral Support Plan Power Point 17 Writing a Behavioral Support Plan	Readings for November 2 UABS Chapter 9 FBA Text Chapter 5 Pages 215-234
<u>November 9</u> <u>Class 12</u> Power Point 18 Transtheoretical Model of Change	Readings for November 9 FBA Text Chapter 5 Pages 235-252 Extinction Properties of Manual Restraints Punishment on Trial page 17- 43
<u>November 16</u> <u>Class 13</u> Power Point 19 Core Ethical Principles and Controversial therapies Power Point 20 FBA Appendix summary Final Research Paper due	Readings for November 16 FBA Text Chapter 5 Pages 252-284 Article Six Week Parenting Program
<u>November 23</u> <u>No Class</u>	
<u>November 30</u> <u>Class 14</u> Class Presentations Section 10 PMP due	Readings for November 30 FBA Text Appendix pages 285-314 Punishment on Trial page 44-100
<u>December 7</u> <u>Class 15</u> Class Presentations Must be present regardless of your presentation	Punishment on Trial page 101-124