C&I 595.02: Partnerships for Diversity Program - Positive Approaches to Challenging Behavior

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Partnerships for Diversity Program
Positive Approaches to Challenging Behavior
Fall, 2002

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Class Meeting Times: This class will utilize a variety of formats and activities, including face-to-face sessions conducted via Lotus Learning Space. Class meetings will be held on the dates below, with the possibility of other days as announced to make up for our late startup.

- September 23
- October 7
- October 21
- November 4
- November 18
- December 2

Office Hours: By appointment

Course Description: Behavior problems of students with disabilities pose a major obstacle to their successful inclusion in school, home, work, and community settings. Special education’s response to these issues is grounded in the principles and strategies of applied behavior analysis. In the past decade, there has been a move away from the traditional application of these intervention techniques to an approach that is called positive behavioral support (PBS). This orientation to behavior integrates the technical features of applied behavior analysis with person-centered values.

In this course, more traditional approaches to behavior management will be reviewed for the purposes of contrasting them with positive behavioral support.
strategies. Students will learn to conduct a functional behavioral assessment (FBA), develop hypotheses about the purpose a specific behavior serves for an individual, and work with team members to develop a comprehensive behavioral support plan that is a logical extension of the conclusions drawn from a FBA. The course will also address instructional strategies that are proactive, serving as a preventative approach to behavioral support. Finally, students will review the positions of a variety of professional organizations relative to behavioral intervention, and will understand the regulations of Montana’s Office of Public Instruction relative to behavioral support plans and the use of aversive practices in responding to challenging behavior.

Required Readings:


Other supplemental readings are identified below and will be provided to students to print out from a CD. If necessary, we can also make readings available for students to download from the web page. The course schedule identifies when each reading is assigned.


Course Requirements and Expectations: Successful completion of this class involves finishing the following assignments and projects:

**# Personal Perspectives on the Use of Punishment Procedures and Aversives** - This activity occurs after a number of different perspectives about the use of punishment and aversive procedures in programs to deal with challenging behavior have been reviewed. The purpose of this activity is for students to consider these various perspectives and take time to formulate a personal/professional perspective on this issue.

**# Online Module Activity Completion** - Components of an on-line course developed by the University of Kansas will be used as a means of introducing some of the basic information and concepts associated with Positive Behavioral Supports. Students will need access to the internet to complete these modules and their associated activities. In each lesson, activity responses and assessments must be sent to me via e-mail in order to verify completion of these course
requirements. The self-assessments built into these lessons will give you an indication of whether you have understood the material presented.

# Functional Behavior Assessment Project - Students will conduct a functional behavior assessment as a preparatory step in the development of a positive behavioral support plan. As detailed in Project Guide #2, this will involve gathering information through both indirect and direct forms of assessment.

# Research Based Intervention Approaches Project - In order to help gather ideas about intervention strategies that may be appropriate for the student who is the focus of your behavioral support plan, students will review and summarize the intervention approaches and associated results from at least three research-based from the PBS literature. See Project Guide #3 for details.

# Design of Behavioral Support Plan - Using the format provided, students will design a positive behavioral support plan for a student in their class. Project Guide #4 describes the components of this plan. Due to time constraints, there will not be sufficient time to report implementation data, but students are encouraged to carry on with the project after the semester is over.

# On-Line Discussions - Throughout the semester, there will be on-line discussions that will provide a means for students to share their ideas, experiences, and opinions about course-related topics.

Note about People First Language:  Some readings used for this class may not reflect the “people first” language practices introduced in the summer classes due to the time period during which they were written. Please follow this principle in the written work that is submitted for this class. This practice will also continue to be reinforced during our face-to-face meetings.

Course Schedule:  Class activities and assignments are identified in the table below. It is organized to distinguish classes that will occur via MetNET from class activities that will not be face to face meetings.

<table>
<thead>
<tr>
<th>Face to Face Meetings</th>
<th>Alternate Format Class Activities</th>
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<tbody>
<tr>
<td>Week/ Date</td>
<td>Topic/ Readings</td>
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<td>Assigned readings are displayed in <em>italics</em>.</td>
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<tr>
<td>Week/Date</td>
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| 9/23      | **Introduction and Course Overview**  
|           | **Changing Views About Behavior Intervention**  
|           | - Traditional approaches to management  
|           | - Some problems with where we have been  
|           | - Changing perspectives: Control vs. support  
|           | *Brendtro, Brokenleg, & Van Bockern, 1992; McGee, Menousek & Hobbs, 1987* | 9/30      | **Foundations of PBS - Online Academy Module 1**  
|           | **Lesson 1 - Overview of PBS**  
|           | **Lesson 2 - Basics of Behavior**  
|           | **Lesson 3 - Introduction to PBS**  
|           | *Send module activities by 9/21.*  
|           | *Horner et al., 1990; Evans & Meyer, 1990* |

**Related Activity:** Visit OPI website and download policy and forms regarding behavioral plans; Compare the positions of at least two professional organizations relative to the issue of aversives/punishment; Individual written responses: Personal Perspectives on the Use of Punishment and Aversive Procedures (See Project Guide 1)

**Due Date:**

| 10/7      | **The Policy Side of Behavioral Intervention**  
|           | - IDEA/OPI requirements  
|           | - Perspectives of various professional organizations  
|           | **Prevention Strategies**  
|           | *Lovaas & Favell, 1987; Skiba & Deno, 1991* | 10/14     | **Foundations of PBS - Online Academy Module 1**  
|           | **Lesson 4 - Preventing Problem Behavior**  
|           | *Send module activities by 10/5* |

**Related Activity:** Contribute to threaded discussion - Perspectives on the use of punishment procedures and aversives
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| 10/21     | **Step 1 in Developing PBS Plans: Identifying Goals**  
            & **Step 2: Gathering Information**  
            & Indirect Assessment Strategies  
            & Snell reading (Chapter 6); Lovett, 1996 | 10/28 | **Functional Assessment - Online Academy Module 2**  
            & Lesson 1 - Value Driven Assessment  
            & Lesson 2 - Methods and Outcomes  
            & Lesson 3 - Indirect Assessment Methods  
            & ©Send module activities by 10/19  
            & Foster-Johnson & Dunlap, 1993 |
| 11/4      | **Step 2 (continued)**  
            & Direct Assessment Strategies  
            & **Step 3: Developing Hypotheses**  
            & Snell reading (Chapter 6) | 11/11 | **Functional Assessment - Online Academy Module 2**  
            & Lesson 4 - Direct Assessment Methods  
            & Lesson 5 - Applying Assessment Results  
            & ©Send module activities by 11/2 |

**Related Activity:** Begin Project #2. See attached project guide.

**Related Activity:** Complete Functional Behavioral Assessment (Project #2)  
**Due Date:**
<table>
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<th>Week/Date</th>
<th>Topic/Readings</th>
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| 11/18     | Intervention Planning  
- Antecedent and Setting-Event Modifications  
- Teaching Alternative Skills  
- Consequence Interventions  

  
  Snell (chapter 6); Gray, 1997 |
| 12/2       | Intervention Planning (con't)  
- Lifestyle Intervention  
- Crisis Intervention Strategies  
- Step 4: Designing a Support Plan  
- Making Order out of Chaos: Case Study Example (see http://www.pbis.org)  
- Self-Check for Designing Support Plans  

  
  Turnbull & Turnbull, 1990 |
| 11/25      | Functional Assessment - Online Academy Module 4  
- Lesson 1 - Setting Events  
- Lesson 2 - Antecedent Interventions  
- Lesson 3 - Replacing Problem Behavior  
- Lesson 4 - Consequence Intervention  

  
  ©Send module activities by 11/16 |
| 12/9       | Functional Assessment - Online Academy Module 5  
- Lesson 1 - Social Skills  
- Lesson 2 - Crisis Prevention  
- Lesson 3 - Physiological Influences  

  
  ©Send module activities by 12/16 |

Related Activity:
Complete Research-Based Interventions Project (See Project Guide 3); Due Date:
Complete Design of Behavioral Support Plan (See Project Guide 4); Due Date:

Course Grading

The grade earned for this course will be determined by the total number of points out of 100 accumulated through class activities and projects. The distribution of points across activities is as follows:
Personal Perspectives on the Use of Punishment Procedures and Aversive ................................................................. 10 points
Online Module Activities .............................................................. 30 points
Functional Behavior Assessment Project ................................ 25 points
Research Based Intervention Approaches Project .................. 10 points
Design of Positive Behavioral Support Plan .............................. 20 points
Quizzes/On-Line Discussions ...................................................... 5 points

Active Participation - class absences will result in point deductions as active participation is an expectation of the class.
Project Guide #1:  
Personal Perspectives on the Use of Punishment Procedures and Aversives

Purpose: This project was designed to make you think about the various perspectives that are represented in the field about the use of punishment procedures and aversives, and formulate your own perspective about these issues.

Total Possible Points:  10 points

Implementation Requirements: In preparation for this assignment, students will complete assigned readings (Brendtro et al., 1992; McGee et al., 1987; Horner et al., 1990; Evans & Meyer, 1990; Lovaas & Favell, 1987; Skiba & Deno, 1991) as well as review the policy of Montana’s Office of Public Instruction and the position statements of at least two professional organizations in the area of education and/or psychology. These sources will enable students to reference other opinions that are in agreement with or contrast with the personal perspectives that you share.

Implementation Steps:

1. Complete assigned readings for weeks 1-3.
2. Visit OPI website (www.metnet.state.mt.us) and download or read online the Aversive Treatment Procedures manual. This can be found in the Special Education section of this web page under Guidance and Manuals. This document is approximately 50 pages, so be prepared for this in terms of having both sufficient time and paper available if you choose to print out a hard copy.
3. Visit the websites of at least two professional organizations and review and compare their position statements. Use the list below to help in finding organizations that have this information available on the world wide web.

Publications".


4. Based on this information, class discussion, and personal beliefs and values, formulate your own personal position statement on the use of aversives. Structure this narrative as follows:

1. **Introduction** (e.g., *Why is this an issue that merits the level of attention it has received from individuals and organizations?*)
2. **Basis Upon Which Your Opinion Has Been Formulated** (e.g., *What information have you read/considered? What has your experience in the field been? What have you learned in previous professional preparation?*)
3. **Statement of Your Beliefs** - Provide a clear articulation of your "code of ethics" as it relates to the use of punishment and aversives in programs for students with disabilities.

**Project Evaluation:**

Points for this project will be awarded based on the following criteria:

1. **Organization and clarity of response** (i.e., all components above have been addressed; narrative is well organized and easy to understand) - 2 points.
2. **Thoughtfulness and completeness of response** (i.e., ideas are well developed and reflect the fact that thought has gone into the response) - 5 points.
3. **Identification of basis upon which perspective has been formulated** (i.e., reference to the work/ideas of others that has influenced your thinking) - 2 points.
4. **Presentation and Mechanics of writing** (i.e., paper looks professional and does not contain incomplete sentences, grammatical problems, spelling errors, etc.) - 1 point.
Project Guide #2:
Functional Behavioral Assessment Project

Purpose: A Functional Behavioral Assessment (FBA) is a process for developing a useful understanding about why a student is exhibiting challenging behavior. This project is designed to guide you through the information-gathering process required to complete a FBA as a necessary step in the development of a Positive Behavioral Support Plan. We will be using a format for gathering information that is described in Lewis Jackson and Marjorie Leon’s publication entitled Developing a Behavior Support Plan. A manual for teachers and behavioral specialists. This manual will be made available to students shortly after the semester begins.

Total Possible Points: 25 points

Implementation Requirements: For this assignment, a student who exhibits challenging behavior and is in need of a behavioral support plan must be identified. The severity of the behavior should be such that it warrants the comprehensive approach that you will be taking to develop a support plan. If you do not have a student with these needs in your class at the present time, it will be necessary for you to work with a colleague and associated team members of such a student. Please make sure you have permission from all involved to complete this project. Using the Jackson and Leon text as a resource, complete steps 1 through 11 and Question 17 of the Information Gathering Tools for Developing a Comprehensive Behavior Support Plan.

Implementation Steps:

1. The Information Gathering Tool for Developing a Comprehensive Behavior Support Plan takes you through a step by step process for compiling information that will help you to conduct a Functional Behavior Assessment. In order to respond to the issues raised in steps 1 through 11 and Question 17 in this tool, it will be necessary for you to utilize one or more Informant Assessment Strategies. Tools will be available for you to review and make a selection appropriate for your situation.

2. In addition to gathering and summarizing the perceptions of others who are familiar with the student, you must supplement this information with information gathered through Direct Observation of the student. A number of tools will be shared and you should pick the one which best meets the needs
of the situation. Include a summary and interpretation of your data, and the format that you used to collect it.

3. When you have enough information available to you, fill in responses to the first 11 questions of the Information Gathering Tool, ending with a listing of your hypotheses for the target behavior(s).

4. Develop a short narrative that identifies: (a) the student - i.e., age, characteristics, setting; (b) the information sources that you used to complete the Information Gathering Tools (i.e., who did you speak to in order to gather informant assessment data); (c) the strategies used to document direct assessment data (i.e., identify the approach/tool used); and (d) your working hypothesis about the function of the behavior for this student.

5. Attach the completed Information Gathering Tool to this narrative.

Project Evaluation:

Points for this project will be distributed as follows:

1. Sources of Informant Information (i.e., all relevant sources of information have been consulted in completing the IGTF) - Maximum of 6 points.
2. Completeness of Direct Assessment Information (i.e., Direct assessment strategies are explained and documented; results are interpreted) - Maximum of 7 points.
3. Reasonable Hypotheses (i.e., information gathered supports the functions that you have proposed for the target behavior) - Maximum of 6 points.
Project Guide #3:  
Research Based Intervention Approaches Project

Purpose: This project is designed to introduce you to several research-based intervention strategies that are part of the PBS literature.

Total Possible Points: 10 points

Implementation Requirements: Students will be asked to review and synthesize at least three articles that address intervention approaches related to the needs of the student for whom a Positive Behavioral Support Plan is being developed. You will receive assistance in locating articles that focus on the intervention strategy(ies) most applicable to your situation (i.e., antecedent and setting-event modifications; teaching alternative skills; teaching general skills; consequence interventions; lifestyle interventions).

Implementation Steps:

1. Identify and select at least three articles from the professional literature that are reports of research studies.

2. Read and summarize the findings of each article. The summary must include: (a) a description of the individual that was the focus of the intervention; (b) the nature of the challenging behavior; (c) the setting in which the research occurred; (d) the intervention strategy or combination of strategies utilized; (e) the results of the intervention; and (f) your comments and observations about the study.

3. Write an introductory paragraph that explains why you selected the articles that you did. Include a concluding paragraph that summarizes the three articles, identifying areas of difference, similarity, overall effectiveness, and any other relevant areas of observation.

Project Evaluation:

Points for this project will be distributed as follows:

1. Introduction - Maximum ½ point.
2. Completeness of review of article 1  - Maximum 3 points.
3. Completeness of review of article 2  - Maximum 3 points.
4. Completeness of review of article 3  - Maximum 3 points.
5. Summary  - Maximum ½ point.
**Project Guide #4:**

**Design of Positive Behavioral Support Plan**

**Purpose:** This project extends the work completed with the Functional Behavior Assessment, utilizing this information as a basis for developing a comprehensive, positive behavioral support plan.

**Total Possible Points:** 20 points

**Implementation Requirements:** The Jackson and Leon text will once again be used to guide students in completing a Positive Behavioral Support Plan (PBSP). It is not possible for long term implementation to be completed during the time frame of this course, but students will develop this plan with the expectation of it actually being implemented.

**Implementation Steps:**
1. In order to complete the information gathering process that will guide the contents of the PBSP, steps 12-16 of the Information Gathering Tool should be completed based on the input and ideas of the team members involved in the FBA.

2. Based on this information and the input of other team members (as possible in your situation), complete the following seven areas of the behavioral support plan: (a) life style plans and growth expectations: vision; (b) behavior patterns and explanatory hypotheses; (c) short-term expectations; (d) long term prevention; (e) short term prevention; (f) adaptive alternatives; and (g) responding to challenging behaviors. If this is your student and you and your team will be moving into the implementation stage, complete the last section - Responsibility and Accountability. If you are not in a position to complete this section, it can be skipped.

3. Develop a narrative for this project organized as follows: (a) student description; (b) FBA procedures and outcomes (summarize work completed in Project 2); (c) behavior support plan (attach completed forms).

**Project Evaluation:**

Points for this project will be distributed as follows:

1. **Student description** - 1 point maximum.
2. **Summary of FBA** - 3 points maximum.
3. **Soundness/completeness of PBSP** - 16 points maximum.