



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

**EDP 405 Positive strategies for Classroom Management**

**Fall 2021**

**ASEC Department**

**Course Information**

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<b>Virtual Office Hours Days/Times:</b> Monday at 6:45PM (if you need to meet another time, please email me)	<b>Office Hours Venue:</b> <a href="#">Office Hours Zoom Link</a>
<b>Class Days/Times:</b> Asynchronous only (via BeachBoard)	<b>Class Venue:</b> BeachBoard

**Catalog Course Description**

Applications of existing models and strategies of classroom management to promote student prosocial behaviors and academic growth and development. Includes information regarding functional analysis, hypothesis testing, instruction of alternative behaviors, crisis management and program modification in school settings.

**Course Student Learning Outcomes and Goals**

1. Identify those teacher behaviors and other ecological factors that influence student social and academic behaviors (CEC 73)
2. Develop a positive behavior support plan to influence student social and academic behavior.
3. Identify, assess, and intervene with students who exhibit both internalizing and externalizing behaviors
4. Demonstrate understanding of the ethics (CEC 72), purpose, and different models of classroom management specific to diverse settings (inclusive classrooms, resource programs, and self-contained special education classroom) and learners (CTC 18.2 and CEC 77)

5. Collaborate and consult with parents, teachers, and other relevant personnel regarding functions of target behavior and strategies to assist student in managing behavior
6. Design structure and manage daily classroom routines and transitions (CEC 18.8)
7. Demonstrate an understanding of reinforcement principles
8. Identify the individual communication and social skill needs, specifically those of individuals with disabilities, and demonstrate the ability to modify the learning environment to meet their communication and social needs within the curriculum (CTC 18.5, CEC 74, 81, 82)
9. Demonstrate how to effectively manage and respond to student conduct in individual and small group, and large group activities and demonstrate the ability to identify and defuse situations that may lead to conflict or violence (CTC 18.4 and CEC 60 & 75)
10. Identify the legal limitations, according to special education federal and state law, and responsibilities of educators in dealing with acting out and or violent behaviors as well as other inappropriate behavior excesses of students (CTC 18.6)
11. Apply knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology (CTC 18.7)

### **Required Texts/Course Materials:**

1. Morris M. (2018). *Pushout: The criminalization of black girls in schools*. New York, NY: The New Press. **(P)**
2. Bambara, L. M., Janney, R., & Snell, M. E. (2015). *Behavior support (3<sup>rd</sup> Edition)*. Baltimore, MD: Paul H. Brookes Publishing. **(BS)**

Additional [articles/practice guides](#) for each week are listed below. All readings will be available on BeachBoard and are linked in the Course Schedule portion of the syllabus. **\*See the Course Schedule for complete schedule of readings.**

#### **Week 2 Readings:**

##### Required

1. Weiland, C. A., Murakami, E. T., Aguilera, E., & Richards, M. G. (2014). Advocates in odd places: Social justice for behaviorally challenged, minority students in a large urban school district. *Education, Citizenship, and Social Justice, 9*, 114-127.
2. Wing Sue, D., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders. *American Psychologist, 74*, 128-142.

**Week 3 Readings: No articles or supplemental – see book chapters**

#### **Week 4 Readings:**

##### Required

3. Hunter, W. C., & Haydon, T. (2019). Implementing a classroom management package in an urban middle school: A case study. *Preventing School Failure, 63*, 68-76.
4. Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist, 62*, 271-286.
5. Valente, S., Monteiro, A. P., & Laourenço, A. A. (2018). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools, 56*, 741-750.

### **Week 5 Readings:**

#### Required

6. Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 351-380.
7. Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions*, 15(1), 39-50.

### **Week 6 Readings:**

#### Review for reference

8. IES Practice Guide: *Reducing behavior problems in the elementary school classroom*.

### **Week 7 Readings:**

#### Required

9. Little, Steven G. (Ed) & Akin-Little, Angeleque (Ed). (2019). Behavioral interventions in schools: Evidence-based positive strategies, 2nd ed., (pp. 113-132). Washington, DC, US: American Psychological Association, xix, 422 pp.
10. Gresham, F. M., Watson, T. S., & Skinner, C. H. (2001). Functional behavioral assessment: Principles, procedures, and future directions. *School Psychology Review*, 30(2), 156-172.
11. Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools*, 42(4), 389-403.

### **Week 8 Readings:**

#### Required

12. Wright, R. A., & McCurdy, B. L. (2012). Class-wide positive behavior support and group contingencies: Examining a positive variation of the good behavior game. *Journal of Positive Behavior Interventions*, 14(3), 173-180.
13. Pokorski, E. A. (2019). Group contingencies to improve classwide behavior of young children. *Teaching Exceptional Children*, 51(5), 340-349.

### **Week 9 Readings:**

#### Required

14. De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, 11(4), 255-267.
15. McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. *Psychology in the Schools*, 47(1), 5-21.
16. Ditch the clip! Why clip charts are not a PBIS practice and what to do instead. *Positive Behavioral Interventions & Supports*.

### **Week 10 Readings:**

#### Required

17. Bradshaw, C. P., Pas, E. T., Goldweber, A., Rosenberg, M. S., & Leaf, P. J. (2012). Integrating school-wide positive behavioral interventions and supports with tier 2 coaching to student support teams: The PBIS

plus model. *Advances in School Mental Health Promotion*, 5(3), 177-193.

18. Reinke, W. M., Stormont, M., Clare, A., Latimore, T., & Herman, K. C. (2013). Differentiating tier 2 social behavioral interventions according to function of behavior. *Journal of Applied School Psychology*, 29(2), 148-166.
19. Kern, L., Gaier, K., Kelly, S., Nielsen, C. M., Commisso, C. E., & Wehby, J. H. (2020). An evaluation of adaptations made to Tier 2 social skill training programs. *Journal of Applied School Psychology*, 36(2), 155-172.
20. Kern, L., Weist, M. D., Mathur, S. R., & Barber, B. R. (2021). Empowering School Staff to Implement Effective School Mental Health Services. *Behavioral Disorders*, 01987429211030860.

### **Week 11 Readings:**

#### **Required**

21. Vollmer, T. R., & Iwata, B. A. (1992). Differential reinforcement as treatment for behavior disorders: Procedural and functional variations. *Research in Developmental Disabilities*, 13(4), 393-417.
22. Vollmer, T. R., Peters, K. P., Kronfli, F. R., Lloveras, L. A., & Ibañez, V. F. (2020). On the definition of differential reinforcement of alternative behavior. *Journal of applied behavior analysis*, 53(3), 1299-1303.
23. LeGray, M. W., Dufrene, B. A., Mercer, S., Olmi, D. J., & Sterling, H. (2013). Differential reinforcement of alternative behavior in center-based classrooms: Evaluation of pre-teaching the alternative behavior. *Journal of Behavioral Education*, 22(2), 85-102.

**Weeks 12 – 15 Readings: No articles or supplemental – see book chapters**

**Week 16 Readings: No articles or supplemental – work on case study**

### **About This Course/Teaching Philosophy/What to Expect**

My goal for this course is that you leave with a basic understanding of behavioral principles and know how to effectively measure/analyze, reinforce, and punish behavior. The class will be taught asynchronously; however, I urge you to stop by office hours and reach out if you have any questions or would just like to say “hi” and introduce yourself. The course videos are designed to explain the readings and highlight the most important details. I suggest that you at least skim the readings prior to watching the course videos; however, you may complete activities in whatever order works best for you. Remember that it is normal, and expected, for you to have questions about content and that may cause some discomfort. If my feedback on your discussion board posts is not sufficient and you still have questions, please let me know. Lastly, if you get behind in readings/review of materials please *do not* feel like you are not able to come to me with questions. I get it. I want you to stay caught up because it makes your life easier and enhances instructional time, but sometimes life gets in the way. My primary concern is that you understand the material.

Please feel free to reach out if you have any questions about the course, or really anything related to applied behavior analysis. I generally answer emails within 24 hours during the week (Monday through Friday). If you have not heard from me in 48 hours, please reach out again as sometimes an email ends up buried.

### **Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction. Students will access the course material and activities on [BeachBoard](#). There are various types of asynchronous activities to be completed each week. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access

to Internet sufficient to interact in asynchronous meetings. If you have difficulties with technology, please inform the instructor.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

### **Course Communication and Zoom Etiquette**

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. If something new is posted or I make a revision to course materials, I will alert you via the news feature on BeachBoard. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

**Course Schedule – Materials will be posted on the Monday of that week at 9AM**

Date	Week and Module	Asynchronous Content	Assignment(s) Due *assignments are due by midnight on Tuesday of the following week)
<p align="center"><b>Week 1</b> 8/23/21</p>	<p align="center">Course Overview</p>	<p>Review: BB course page Course Syllabus</p> <p><a href="#">Set-up notifications in BB</a></p> <p>*please contact me with any questions you may have (at any point during the semester)</p>	<p align="center">Introductory Discussion Board post (DUE: 8/31/21)</p>
<p align="center"><b>Week 2</b> 8/30/21</p>	<p align="center">Positive Behavior Supports and Social Justice</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 1 &amp; 2</p>	<p align="center">Begin planning for your case study – nothing to turn in (SLO6)</p>
<p align="center"><b>Week 3</b> 9/6/21</p>	<p align="center">Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 1 P – Chapter 1</p>	<p align="center">Discussion Board post (DUE: 9/14/21) (SLO1,6)</p>

<p><b>Week 4</b> 9/13/21</p>	<p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 3, 4, &amp; 5 BS – Chapter 2 P – Chapter 2</p>	<p>Discussion Board post (DUE: 9/21/21) (SLO6)</p>
<p><b>Week 5</b> 9/20/21</p>	<p>Basics of Good Classroom Management</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 6 &amp; 7 P – Chapter 3</p>	<p>Discussion Board post (DUE: 9/28/21) (SLO4)</p>
<p><b>Week 6</b> 9/27/21</p>	<p>Classwide and Selected Interventions</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 3 P – Chapter 4</p> <p>Review/Optional (see course readings): IES Practice Guide (Article 8)</p>	<p>Discussion Board Post (DUE: 10/5/21) (SLO4)</p>
<p><b>Week 7</b> 10/4/21</p>	<p>Principles of Reinforcement</p> <p>Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 9, 10, &amp; 11 P – Chapter 5</p>	<p>Discussion Board Post (DUE: 10/12/21) (SLO1,4,6)</p>

<p><b>Week 8</b> 10/11/21</p>	<p>Group Contingencies  Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 12 &amp; 13 P – Epilogue and Appendix A</p>	<p>Discussion Board Post (DUE: 10/19/21) (SLO4,6)</p> <p>Fieldwork Module (DUE: 10/19/21) (SLO4,7,8)</p>
<p><b>Week 9</b> 10/18/21</p>	<p>Punishment and Behavioral Correction  Positive Behavior Supports and Social Justice, continued</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 14, 15, &amp; 16 P – Appendix B</p>	<p>Discussion Board Post (DUE: 10/26/21) (SLO4,9)</p>
<p><b>Week 10</b> 10/25/21</p>	<p>Tier 2 Interventions</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 17, 18, 19, &amp; 20</p>	<p>Discussion Board Post (DUE: 11/2/21) (SLO4,9)</p>
<p><b>Week 11</b> 11/1/21</p>	<p>Differential Reinforcement</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): Articles 21, 22, &amp; 23</p>	<p>Discussion Board Post (DUE: 11/9/21) (SLO4,6,9)</p>
<p><b>Week 12</b> 11/8/21</p>	<p>Individualized Supports  Functional Behavior Assessment (FBA)</p>	<p>Watch: Class Video (on BeachBoard)</p> <p>Read (see course readings): BS – Chapter 4</p>	<p>Discussion Board Post (DUE: 11/16/21) (SLO4,5,8,9,10)</p>

<b>Week 13</b> 11/15/21	FBA, continued Data Collection and Graphing	Watch: Class Video (on BeachBoard)	Discussion Board Post (DUE: 11/30/21) (SLO4,5,8,9,10)
<b>Week 14</b> 11/22/21	No Class: Thanksgiving Break		
<b>Week 15</b> 11/29/21	Analyzing the Plan	Watch: Class Video (on BeachBoard)  Read (see course readings): BS – Chapter 5	Discussion Board Post (DUE: 12/7/21) (SLO3)  Classroom Observation Activity (DUE: 12/7/21) (SLO3,5)
<b>Week 16</b> 12/6/21	Finish Case Study	None	Work on Case Study (SLO2,3,7,11)
<b>Finals Week</b> 12/13/21	Finals Week	None	Case Study (DUE: 12/14/21) (SLO2,3,7,11)

# Course Evaluation Components and Grading

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## Evaluation Components

1. **Discussion Board Posts:** students will be expected to respond to 13 discussion board posts (see course outline). Your response should be approximately 250 words. Quality is much more important than quantity. The posts are designed to assess your understanding of that week's material and will help you conduct your case study. Your response will be due on the Tuesday (at midnight) *after* original posting (due dates will be on BeachBoard). **(65 points total, 5 per post)**
2. **Fieldwork Module Completion:** students will choose a module from one of the choices listed under Fieldwork Requirement. You will need to complete one module from the options (e.g., Antecedent Based Interventions from Autism Intervention Modules). You will need to submit proof of completion (e.g., certificate or email confirming completion) by midnight on the due date (see course schedule). **(30 points)**

### Fieldwork Requirement

This course has a required fieldwork component. Due to COVID-19 and lack of availability of PK-12 student populations, alternative activities will be used to provide fieldwork experiences. These activities will include, but are not limited to, online modules and classroom videos. The following are resources we will be using over the course of the semester. All are free resources but do require you to set up an account.

1. [Autism Focused Intervention Resources & Modules](#) from The [National Professional Development Center on Autism Spectrum Disorder](#)
  2. [IRIS Center Modules](#)
  3. [Autism Internet Modules](#)
  4. [PBiS in the Classroom](#)
3. **Classroom Observation Activity:** students will be provided with a sample video and explanation of how to complete an Antecedent Behavior Consequence (ABC) chart. You will then be provided with a sample video. You will need to complete an analysis of student behavior using a provided Antecedent Behavior Consequence (ABC chart). The product that you turn in will include operational definitions of the target and replacement behaviors, your completed ABC chart, and a summary of the behaviors (e.g., function statement). Samples of what you should turn in will be provided. **(30 points)**
  4. **Intervention Case Study** (*see rubric at the end of the syllabus*): students will be expected to complete an intervention case study. You may choose a behavior from anyone that you have access to (e.g., a personal behavior, partner, roommate, or your child's behavior). You must identify the problem behavior and design an intervention to meet the needs of the individual that will result in replacement of the undesired behavior. I strongly suggest that you review fieldwork module options that are relevant to your case study. Additionally, many of your discussion board prompts will be guiding you along the steps of the project. You will need to do the following (see BeachBoard for a detailed rubric): **(40 points)**
    1. Choose an intervention (may need multiple components) that would address the target behavior described in the case study.
      - a. Describe why the intervention is a good match for the target behavior.
      - b. Describe why the intervention is a good match for teaching or increasing the replacement behavior.
    2. You must provide an operational definition of the target *and* replacement behavior(s).
    3. You must provide a method for collecting baseline and progress monitoring data on the behavior(s).
    4. Find three articles (**must be from peer reviewed journals**) concerning your intervention topic. You will need to submit these articles along with your final case study.
    5. All papers must have a reference page completed in ABA format.
    6. Write a 4-5 page paper describing how the intervention you researched would benefit your particular case study.

## Course Grading

Activities and assignments will be graded based on the criteria described above. In alignment with college expectations, work will be graded within a 2-week timeframe.

## Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Discussion Board Posts	65	40%
Fieldwork Module Completion	30	18%
Classroom Observation Activity	30	18%
Intervention Case Study	40	24%
<b>Total</b>	<b>165</b>	<b>100%</b>

## Course Policies

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### Attendance and Participation

As the course is asynchronous, your attendance and participation is primarily assessed through discussion board participation. Non-participation in asynchronous aspects of the course will negatively impact your grade.

### Late Work/Make-up Policy

Late assignments will automatically be reduced one point per calendar day they are late. Please note that students are expected to turn in assignments on time. However, if a student is having difficulty completing assignments and activities or experiences an unexpected challenge(s) that may prevent a student from completing an assignment or activity, please contact the instructor at your earliest convenience so arrangements can be made to support your success in the course.

### Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

### University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class;

otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### **Special Needs Accommodations**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at [bmac@csulb.edu](mailto:bmac@csulb.edu) for reasonable accommodations.

### **College of Education Expectations for Professional Conduct**

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

## **Additional Information**

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### **Sexual Assault, Rape, Dating/Domestic Violence and Stalking**

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: [advocate@csulb.edu](mailto:advocate@csulb.edu), p: (562) 985-2668)

can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at [OED@csulb.edu](mailto:OED@csulb.edu).

### **Student Support Services**

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

## Intervention Case Study Rubric

Your paper should have the following components. It should be 4-5, which include a title page and reference page (APA format). This means you'll have 2-3 pages of text and/or graphs. What I am mainly looking for is that you can address a problem behavior you have observed. The problem behavior can be one that you demonstrate, or you have seen someone else demonstrate.

*Choose an intervention to address the target behavior (10 points total - 5 points for each bullet point)*

- Provide a rationale for why the intervention is a good match for the target behavior (e.g., this intervention is designed to increase social skills and the student is having difficulty with social skills). This should be about a paragraph.
- Provide a rationale for why the intervention is a good choice for teaching or increasing the replacement behavior (e.g., this intervention provides more opportunities to respond and for me to provide reinforcement when the person demonstrates the replacement behavior). This should be about a paragraph.

*You're almost at a page at this point!*

*Operational Definitions (10 points – 5 points for each operational definition)*

- Operational definition for a target behavior (use your class notes and book to remind you of each component you need to include...if you have all of the components, you will receive full credit). Should be a sentence.
- Operational definition for the replacement behavior(s) (use your class notes and book to remind you of each component you need to include...if you have all of the components, you will receive full credit). Should be a sentence.

*Provide a method for collecting baseline and progress monitoring data (10 points – 2.5 points for each area)*

- Identify how you would collect baseline data for the target behavior (**you do not actually have to collect the data**) (e.g., frequency count). Provide a 1 sentence rationale for why you would use that method. This should be about 2 sentences.
- Identify how you would collect baseline data for the replacement behavior (**you do not actually have to collect the data**) (e.g., frequency count). Provide a 1 sentence rationale for why you would use that method. This should be about 2 sentences.
- How would you collect progress data for the target behavior (hint, hint it should be the same as baseline)? This should be about a sentence.
- How would you collect progress data for the replacement behavior (hint, hint it should be the same as baseline)? This should be about a sentence.

*Peer reviewed articles (3 points)*

- Referenced 3 peer reviewed articles (1 point per article)

*Final Summary (7 points)*

- Provide a summary (approximately 2 paragraphs) of the research regarding the behavior you chose and include a rationale for why you chose the intervention you did. I am looking to make sure you have included each piece of research and that you have provided a clear rationale (refer back to the first part of this assignment).