California State University, Northridge
Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Course Syllabus – Spring 2025
EPC 661: Multi-Systemic Behavioral (Assessment and) Interventions

Instructor:	Michael Geisser, MA, MS, NCSP, LEP
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Class Meetings:	Thursdays, 4:00 – 6:45 PM
Location:	
Classroom:	ED #1121
Virtual Access:	https://us02web.zoom.us/j/6275201522
	Meeting ID: 627 520 1522
Office Hours:	by appointment as mutually convenient

Michael D. Eisner College of Education Conceptual Framework

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The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. **We value academic excellence in the acquisition of research-based professional knowledge and skills.** We commit ourselves to, and expect our candidates to:
   o Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
   o Acquire professional and pedagogical knowledge;
   o Acquire pedagogical content knowledge;
   o Use professional standards and empirical research to develop and evaluate programs and guide practice;
   o Capitalize on advancements in technology to promote learning;

- o Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
- o Understand, apply, and engage in scholarship and research.

2. **We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.** We commit ourselves to, and expect our candidates to:
- o Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
- o Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- o Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- o Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
- o Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
- o Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. **We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:
- o Engage in inquiry about what it means to be an ethical and caring professional;
- o Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- o Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
- o Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

4. **We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.** We commit ourselves to, and expect our candidates to:
- o Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
- o Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
- o Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- o Identify and use professional and community resources.

5. **We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.** We commit ourselves to, and expect our candidates to:
- o Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
- o Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
- o Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
- o Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and

- o Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity
6. **We value creative, critical, and reflective thinking and practice.** We commit ourselves to, and expect our candidates to:
   - o Engage in continuous and critical reflection;
   - o Participate in ongoing professional development;
   - o Accept feedback and consider implications for practice and program renewal;
   - o Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
   - o Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

Course Description

Provides school psychology students with comprehensive research-based information and best practices on how to assess children with behavioral disabilities and develop interventions. A multi- systemic behavioral approach to intervention is emphasized. Use of functional assessment, behavior intervention and prevention programs for students with behavioral disabilities is discussed. Additionally, students learn single-case methodology and begin learning about behavior consultation.

Student Learning Objectives

This course provides school psychology students with comprehensive research-based information and best practices on how to assess children with behavioral disabilities and develop interventions. A multi-systemic behavioral approach to intervention is emphasized. Use of functional assessment, behavior intervention and prevention programs for students with behavioral disabilities is discussed. Additionally, students learn single-case methodology and begin learning about behavior consultation.

SLO 5: Evidence Based Practice, Program Evaluation, and Research: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge*** and ability to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels. *(NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9)*

SLO 11: Behavioral Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to design and use behavioral interventions using theory and evidence based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach to

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address individual and systemic factors to improve behavioral outcomes. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. *(NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4)*

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of systems' structures, system ecological approach, organization, and theory; general and special education programming; and evidence-based school-wide practices that promote learning, positive behavior, and mental health and collaborate with others, to develop and implement practices and strategies to create and maintain safe, effective, positive school climate, and supportive learning environments for students and school staff. *(NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5)*

SLO 14: Services to Promote Safe, Supportive, Equitable, and Schools: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe andsupportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (NASP *Domain 6: Services to Promote Safe and Supportive Schools; CCTC SPPE 6)*

Specific Course Learning Objectives

■ Students will gain knowledge of the basic principles, characteristics, and applications of applied behavior analysis, program evaluation, and behavioral interventions within a broader framework that advocates and promotes a role of change agent with the goal of social and restorative justice for all. (CCTC SPPE 4; SPPE 5.1; SPPE 5.2; SPPE 9.0)

■ Students will gain knowledge of the basic principles, characteristics, and applications of single-case research methodology to evaluate behavioral, counseling, and mental health services(CCTC SPPE 4.4).

■ Students will gain knowledge of the basic principles, characteristics, and applications of school-wide positive behavior support from a Multi-Tiered Systems of Support (MTSS) perspective, emphasizing universal prevention and behavioral wellness for all. (CCTC SPPE Students will gain knowledge of the basic principles, characteristics, and applications of behavioral

consultation with all school stakeholders and families and will work with multidisciplinary teams to design and implement direct evidence-based interventions what focus on behavioral and social/emotional wellness appropriate for all children. (NASP Domain6; CCTC SPPE 4.1; SPPE 6.0)

- Students will learn to effectively integrate knowledge of behavioral principles to develop, implement, and evaluate behavioral interventions and programs with students in schools that promote resilience and positive behavior within the contexts of biological, cultural, and social influences that enhance mental and behavioral health. (NASP Domain 6; CCTC SPPE 4.4; 4.2; SPPE 9.4).
- Students will learn direct methods and techniques of positive, culturally sensitive behavioral support to improve learning environments and students' school performance. (NASP Domain 6; CCTC SPPE 5.1)
- Students will learn about the development of school discipline policies, particularly as they affect vulnerable and at risk populations. (CCTC SPPE 6.4)
- Students will learn to systematically conduct a Functional Behavioral Assessment (FBA) that will lead to the development of an effective Behavior Support/Intervention Plan (BSP/BIP) to promote positive academic, social, behavioral, and life outcomes. (NASP Domain 6).
- Students will learn to construct a comprehensive and concise behavioral report.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods Include

- Weekly class lectures, presentations and discussions
- Weekly readings in required text and other assigned materials
- Small group discussions/skill practice in class
- Independent research of a specialized program or school (public or non-public) for students with challenging, disruptive and/or dysregulated behaviors
- Completion of a Functional Behavioral Assessment (FBA)
- Completion of a proposed Behavioral Support/Intervention Plan (BS/IP)

Signature Assignments

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are gradeusing a standardized scoring rubric and is used to measure student learning outcomes in the

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programand to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course are:

- **Behavior Change Project – Functional Behavioral Assessment & Behavior Support Plan:** School psychology candidates will identify an individual who has a behavioral challenge. The objective of this project is to reduce or extinguish the undesirable (target) behavior and increase the prevalence of a desired (functionally equivalent replacement) behavior.
    - Written report of behavior change project due final week of classes, to include:
        - Functional Behavior Assessment Report
        - Proposed Behavior Support/Intervention Plan
        - Project Log with timeline of events/activities
        - Graphic/Visual display of on-going data collection
          See Appendix A

- **Multi-Systemic School-Wide Program Evaluation Project:** In pairs, students will identify a specialized program (Non-Public School, or other specialized school/program) designed to assist youth with dysfunctional behaviors (due to Autism, Emotional Disturbance or other educational disability) and prepare a 15-20 minute class presentation and submit a PowerPoint with their findings. The evaluation should address the following:
    - Purpose of the program
    - Mission, philosophy &/or goals of program (including evidence of cultural sensitivity, anti-bias & a social justice framework)
    - Theoretical orientation/approach of program
    - Location, contact & referral information
    - Population served
    - Treatments, interventions & services offered
    - Data on outcomes
    - Funding source(s)
    - Personal response to the program
      See Appendix B

Required Books

Required Course Reading: Students are expected to do all of the assigned reading. Some, but not all, reading will be reviewed and discussed in class.

- *Chafouleas, A. H., Johnson, A. H., Riley-Tillman, T. C., & Iovino, E. A. (2021). School-Based Behavioral Assessment - Informing Prevention and Intervention, Second Edition. New York, NY Guilford Press.
- *Umbreit, J., Ferro, J., Liaupsin, C. J., & Lane, K. L. (2007). Functional Behavioral Assessment and Function-Based Intervention - An Effective, Practical Approach. Upper Saddle River, N.J. Pearson Education, Inc.

*(required readings from these texts will be provided by instructor) Other chapter readings will be assigned and made available during the semester.

Course Requirements

Please Note: All assignments will be submitted to the instructor electronically

- **On-time class attendance and participation, including completion of all assigned reading:** Regular attendance, participation and reading are required for all scheduled classes. You should inform the instructor if an emergency occurs and you cannot attend class or if you need to arrive late. Repeated absences may result in a failing grade. As part of your grade will be determined by your contribution to discussions, it is critical that you carefully read all assigned material prior to class and be prepared to share your reactions and questions.
- **Behavior Change Project / Functional Behavioral Assessment and proposed Behavior Support Plan** (see Appendix A)
- **Multi-Systemic School-Wide Program Evaluation Project** (see Appendix B)
- **Midterm Examination:** The midterm will include all course content and information covered up to that point in the semester.

Grading System

Course grade will be based on the following:

- Attendance and participation in class and on online discussions – 25% (see Appendix C)
- Midterm – 25%
- Behavior Change Project - 25% (see Appendix A)
- Program Evaluation Project – 25% (see Appendix B)

Grade Scale:

90-100%	*= A*	*mastery of the relevant course standards.*
80-89%	*= B*	*above average proficiency of the relevant course standards.*
70-79%	*= C*	*satisfactory proficiency of the relevant course standards.*
60-69%	*= D*	*partial proficiency of the relevant course standards.*
< 60%	*= F*	*little or no proficiency of the relevant course standards.*

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue) Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better. Higher standards that take precedence over the University policy.

Policies

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each

class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting project presentation days that do not conflict with one of their religious holidays.

Professionalism

As this is a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:
■ Being on time to class and with assignments
■ Respectful interactions with all students and faculty
■ Proactive engagement in the learning process.
■ Being organized and prepared
■ Managing paperwork effectively
■ Managing technology effectively
■ Managing personal information (own and others') appropriately

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for furtherreview.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818/677-2684). No accommodations may be made without their approval.

Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required toinform the entire class if recording is permitted for an accommodation.

Resources

CSUN's Computer Support
http://www.csun.edu/helpdesk/

Request for Incomplete Grade
www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services
http://www.csun.edu/dres/studentservices/index.php

Writing Center
http://www.csun.edu/lrc/

CSUN Student Conduct Policies
http://www.csun.edu/studentaffairs/policies/conduct.htm

Research and Library Assistance
http://library.csun.edu/ResearchAssistance/AskUs

COVID Safety Information
https://www.csun.edu/matadors-forward/health-and-safety#studenths

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Bibliography

- Browning-Wright, D., Durman, H.B. & California Association of School Psychologists/Diagnostic Center, Southern California Positive Intervention Task Force (2001). <u>Positive Intervention for Serious Behavior Problems: Best Practices in Implementing the Positive Behavioral Intervention Regulations.</u> Sacramento, CA: California Department ofEducation.
- Chafouleas, S.M., Johnson, A.H., Riley-Tillman, T.C., & Iovino, E,A. (2021). <u>School-Based Behavioral Assessment: Informing Prevention and Intervention</u>. New York, NY: The Guilford Press.
- Cipani, E. (2018). <u>Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings, 3rd Ed.</u> New York, NY. Springer Publishing Company.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). <u>Applied Behavior Analysis (2nd Ed).</u> New York, NY. Macmillan Publishing Company.
- House, S. N. (2002). Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies. Columbia, MO: Hawthorne Educational Services, Inc.
- Jenson, W. R., Rhode, G., & Reavis, H. K. (1998). <u>The Tough Kid Tool Box</u>. Longmont, CO: Sopris West.
- Lane, K.L., Menzies, H.M., Oakes, W.P., & Kalberg, J.R. (2020). <u>Developing a Framework to Prevent and Manage Learning and Behavior Problem</u>. New York, NY: The Guilford Press.
- O'Neill, R.E, Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). <u>Functional Assessment and Program Development for Problem Behavior.</u> Pacific Grove, CA. Brooks/Cole Publishing Company.
- Rhode, G., Jensen, W. R., & Reavis, H. K. (1998). <u>Tough Kid Tool Book: Practical Classroom Management Strategies</u>. Longmont, CO: Sopris West.
- Sheridan, S. M. & Oling, T. (1998). <u>The Tough Kids Social Skills Book</u>. Longmont, CO: Sopris West.
- Steege, M.W., Pratt, J.L., Wickerd, G., Guare, R., & Watson, T.S. (2019). <u>Conducting School-Based Functional Behavioral Assessments: A Practitioner's Guide</u>. New York, NY: The Guilford Press.
- Walker, H. M., Ramsy, E., & Gresham, F. M. (2004). Antisocial behavior in school: Evidenced-based practices. Toronto, Canada: Thomson Wadsworth.

PBIS Resources

- Algozzine, B., Kay, P. (2002). <u>Preventing Problem Behaviors: A Handbook of Successful Prevention Strategies</u>. Thousand Oaks, CA: Corwin Press, Inc.
- Colvin, G. (2004). <u>Managing the Cycle of Acting-Out Behavior in the Classroom</u>. Eugene, OR: Behavior Associates
- Koenig, L., Koenig, N. (2010). <u>Smart Discipline for Teachers of Young Children</u>. Baton Rouge, LA: Smart Family Press
- Mayer, G. (1995). Preventing Antisocial Behavior in the Schools. <u>Journal of Applied Behavior Analysis</u>, 28, 467-478
- Sprague, J., Golly, A. (2012). <u>Best Behavior: Building Positive Behavior Supports in Schools – Second Edition</u>. Boston, MA: Sopris West
- Sprague, J., Walker, H. (2005). <u>Safe and Healthy Schools: Practical Prevention Strategies</u>. New York: Guilford Press
- Sprick, R. (2009). <u>CHAMPS - A Proactive and Positive Approach to Classroom Management – Second Edition</u>. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R., Knight, J., Reinke, W., Skyles, T., Barnes, L. (2010). <u>Coaching Classroom Management – Strategies and Tools for Administrators and Coaches</u>. Eugene, OR: Pacific Northwest Publishing.
- Sprick, R. (2006). <u>Discipline in the Secondary Classroom</u>. Eugene, OR: Pacific Northwest Publishing

EPC 661 Weekly Schedule/Outline Spring 2025
Prof Michael

Please note the course outline may be adjusted during the semester to better meet course requirements and students' learning needs. Students will be informed in advance if/when this might occur.

Week / Date	Class Activity	For Next Week
1. Jan 23	- Course & Syllabus Review - Course Requirements - Introduction to Textbooks - Social-Emotional Learning as acomponent of Effective School-Wide Behavioral Intervention (CCTC SPPE 4.1) - Disciplinary Models & Procedures - Overview of Functional Assessment - RIOT Model - MTSS Pyramid & Approach to Behavior - Review the SAMPLE FBA report for Aron in Canvas	**Chafouleas Chapter** 1: *Introduction to School-based Behavioral Assessment* **Chafouleas Chapter** *2: Getting Out of the Gate: Questions to Drive the Assessment Process* **Umbreit Chapter 1**: *A Functional Approach to Problem Behavior* **Umbreit Chapter** 2: *Identifying the Problem: Defining Target & Replacement Behaviors* - FBA report for Aron in Canvas - Think about whom you want to partner with for your NPS projects/presentations - Think about whom you might consider as a candidate for your behavior change project - Behavior Change Project proposal due: Feb 20 by start of class (share with prof via Google docs or email) - Check Your Inbox for Articles/Notifications
2. Jan 01	- Some Introductions & Getting Started Activities - Readings Review: **Chafouleas Text Chapters:** *Introduction to School-Based Behavioral Assessment* *Getting Out of the Gate: Asking Questions to drive the Assessment Process* **Umbreit Text Chapters:** *A Functional Approach to Problem Behavior* *Identifying the Problem: Defining Target & Replacement Behaviors* - Prof Michael's 10 PBIS Essentials	- Read: **Chafouleas Chapter** *3: Using Extant Data in Behavioral Assessment* **Umbreit Chapter** 5: *Determining the Function of theBehavior: Using the Function Matrix* - Review all the articles in the Restorative/Social Justice module of Canvas - Check Your Inbox for Articles/Notifications
3. Feb 06	- Introductory QUIZ - More on Prof Michael's 10 PBIS Essentials - PBIS/ Restorative Practices Intro Videos	- No Reading Assignment for Next Week . BUT Please Re-Review & Be Prepared to Discuss: **Chafouleas Chapter** *3: Using Extant Data in Behavioral Assessment* **Umbreit Chapter** 5: *Determining the*

			Function of theBehavior: Using the Function Matrix ◦ Re-Review all the articles in the Restorative/Social Justice module of Canvas ◦ Check Your Inbox for Articles/Notifications
4. Feb 13	• Readings Review: • **Chafouleas Chapter** *3: Using Extant Data in Behavioral Assessment* • **Umbreit Chapter** 5: *Determining the Function of theBehavior: Using the Function Matrix* • Restorative / Social Justice as acomponent of Effective School-Wide Behavioral Intervention (CCTC SPPE 4.1) • Restorative Practices Articles Review • Manifestation Determination Process • Behavioral Consultation: Responding to Resistance		◦ **Umbreit Chapter** 4: *Functional Behavioral Assessment: Direct Observation* ◦ **Chafouleas Chapter** *4: Systematic Direct Observation* ◦ Check Your Inbox for Articles/Notifications ◦ **Develop your description of student for FA project**
5. Feb 20 Z	• Readings Review: • **Umbreit Chapter** 4: *Functional Behavioral Assessment: Direct Observation* • **Chafouleas Chapter** *4: Systematic Direct Observation* • Observation Systems • Cultural Considerations in Behavioral Management/Support • ABA Principles • **Submit description of student for FA project**		◦ **Chafouleas Chapter** *5: Direct Behavior Rating* ◦ **Chafouleas Chapter** *6: Behavior Rating Scales* ◦ **Umbreit Chapter** 3: *Functional Behavioral Assessment: Interviews* ◦ Check Your Inbox for Articles/Notifications
6. Feb 27	◦ Readings Review: ◦ **Chafouleas Chapter** *5: Direct Behavior Rating* ◦ **Chafouleas Chapter** *6: Behavior Rating Scales* ◦ **Umbreit Chapter** 3: *Functional Behavioral Assessment: Interviews* ◦ **5:15: Head to Maple Hall #100 for All Cohorts Field Placement Info Share Meeting**		◦ **Chafouleas Chapter** *7: Using Behavioral Assessment Data to Make Decisions* ◦ **Umbreit Chapter** 6: *Intervention Method 1: Teach the Replacement Behavior* ◦ Check Your Inbox for Articles/Notifications
7. Mar 06	◦ Readings Review: ◦ **Chafouleas Chapter** *7: Using Behavioral Assessment Data to Make Decisions* ◦ **Umbreit Chapter** 6: *Intervention Method 1: Teach the Replacement Behavior* ◦ Long-term Outcomes for ED (ED/BD) ◦ Review FBA Reports ◦ Program Evaluation Presentations: _____ _____ _____ _____		◦ **Umbreit Chapter** 7: *Intervention Method 2: Improvethe Environment* ◦ **Umbreit Chapter** 8: *Intervention Method 3: Adjustthe Contingencies* ◦ **Umbreit Chapter** 9: *Identifying an AppropriateMeasurement System* ◦ Check Your Inbox for Articles/Notifications

8. Mar 13	- Readings Review: **Umbreit Chapter** 7: *Intervention Method 2: Improvethe Environment* **Umbreit Chapter** 8: *Intervention Method 3: Adjustthe Contingencies* **Umbreit Chapter** 9: *Identifying an AppropriateMeasurement System* - Teaching self-regulation, self-monitoring, & self-management - Single-Case Design - Program Evaluation Presentations: _____ _____ _____ _____	**Umbreit Chapter** 10: *Testing the Intervention* **Umbreit Chapter** 11: *The Behavior InterventionPlan* **Umbreit Chapter** 12: *Factors that Affect Success: Social Validity, Treatment Integrity, &Generalization of Maintenance* - Check Your Inbox for Articles/Notifications
9. **Mar 20**	**▪ Spring Break - NO CLASS**	**HAVE A LOVELY SPRING BREAK!**
10. Mar 27	- Readings Review: **Umbreit Chapter** 10: *Testing the Intervention* **Umbreit Chapter** 11: *The Behavior InterventionPlan* **Umbreit Chapter** 12: *Factors that Affect Success: Social Validity, Treatment Integrity, &Generalization of Maintenance* - Program Evaluation Presentations: _____ _____ _____ _____	**Umbreit Chapter** 13: *Monitoring the Intervention & Analyzing Outcomes* **Chafouleas Chapter 8:** *Practical Applications of Behavioral Assessment* - Check Your Inbox for Articles/Notifications
11. Apr 03	- Readings Review: **Umbreit Chapter** 13: *Monitoring the Intervention & Analyzing Outcomes* **Chafouleas Chapter 8:** *Practical Applications of Behavioral Assessment* - Replacement Behaviors - SMART Behavioral Goals / GAS - Positive Behavior Support/Intervention Plans - Program Evaluation Presentations: _____ _____ _____ _____	**Umbreit Chapter** 14: *The Entire Process WhenUsing Method 1: Teach the Replacement Behavior* **Umbreit Chapter** 15: *The Entire Process WhenUsing Method 2: Improve the Environment* **Umbreit Chapter** 16: *The Entire Process WhenUsing Method 3: Adjust the Contingencies* **Prepare Your Preliminary FBA/BIP Draft** - Check Your Inbox for Articles/Notifications
12. Apr 10	- Readings Review: **Umbreit Chapter** 14: *The Entire Process WhenUsing Method 1: Teach the Replacement Behavior* **Umbreit Chapter** 15: *The Entire Process WhenUsing Method 2: Improve the Environment* **Umbreit Chapter** 16: *The Entire Process WhenUsing Method 3: Adjust the Contingencies*	- Check Your Inbox for Articles/Notifications - Be Sure to Schedule Zoom Meeting with Prof Michael to Review your FBA/BIP

	- Program Evaluation Presentations: _____ _____ _____ _____ - **Preliminary Draft of FBA/BIP DUE**	
13. Apr 17	- Behavior Assessment and Intervention for Children with Autism - Behavior Assessment and Intervention for Children with Emotional and Behavioral Disorders (EBD) - Review for Midterm	- Check Your Inbox for Articles/Notifications - Be Sure to Schedule Zoom Meeting with Prof Michael to Review your FBA/BIP
14. Apr 24	- **MIDTERM**	- Check Your Inbox for Articles/Notifications - Be Sure to Schedule Zoom Meeting with Prof Michael to Review your FBA/BIP
15. May 01	- Midterm Follow-Up - Culturally Sensitive Techniques for: Reducing Problem Behaviors - Increasing Positive Behavior / Teaching New Behavior - Program Evaluation Presentations: _____ _____ _____	- Check Your Inbox for Articles/Notifications - Be Sure to Schedule Zoom Meeting with Prof Michael to Review your FBA/BIP
16. May 08	- School & Systems-Wide PBIS - Wrap-up & Final Questions - Behavior Change projects DUE	**HAVE A LOVELY SUMMER!**

BE SAFE!
BE RESPECTFUL!
BE RESPONSIBLE!

Standard	Introduced	Practiced	Assessed
SPPE 4.0	Pg. 12, 13, 14, 15	12, 13, 14, 15	13, 14, 15
SPPE 4.1	Pg. 12, 13, 14, 15	14, 15	
SPPE 4.2	Pg. 12, 13, 14, 15	14, 15	
SPPE 5.1	Pg. 12, 13, 14, 15	14	
SPPE 5.2	Pg. 12, 13, 14, 15		
SPPE 6.0	Pg. 12, 13, 14, 15		
SPPE 6.4	Pg. 12, 13, 14, 15		
SPPE 9.0	Pg. 12, 13, 14, 15		13, 14, 15, 16
SPPE 9.1	Pg. 12, 13, 14, 15		

Appendix A
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program
Functional Behavioral Assessment (FBA)
Case Study Rubric

EPC 661: Multi-Systemic
Behavioral (Assessment and)
Interventions

Semester: 20/

Student:

Instructor/Evaluator:

Client/Subject Name:

Instructor/Evaluator Signature: **Date:**

Rating Points Earned: **Grade Earned:**

FBA/BIP RUBRIC RATINGS

1 = demonstrates to a low or insufficient degree
2 = demonstrates to a somewhat less than moderate degree
3 = demonstrates to a moderate degree
4 = demonstrates to a somewhat higher than moderate degree
5 = demonstrates to a high or substantial degree
N/A = not feasible, appropriate, necessary &/or relevant for case study

Rating Point Scale Key:
        50 – 60 = A
        40 – 49 = B
        30 – 39 = C
        20 – 29 = D

1.	Provides an operational description of the client/subject's target behavior – including a discussion of the frequency, duration and intensity, and how/why the behavior interferes with their educational performance and/or quality of life.	1☐	2☐	3☐	4☐	5☐	N/A☐
2.	Background information is complete -- including review of family, socio-cultural, language and ecological information, educational, health, medical, and developmental histories, the client/subject's cumulative file, report cards, attendance, previous IEPs, reports from other professionals, previous assessments and interventions, disciplinary file, etc., as relevant.	1☐	2☐	3☐	4☐	5☐	N/A☐
3.	Provides a thorough review regarding the history of the client/subject's behavior, including previous attempts to change the behavior and their outcomes.	1☐	2☐	3☐	4☐	5☐	N/A☐
4.	Conducts interviews with significant others involved with the client/subject at home, school, and/or community, as appropriate.	1☐	2☐	3☐	4☐	5☐	N/A☐
5.	Identifies and considers all antecedent factors (long term and immediate triggers) influencing the client/subject's behavior -- including a discussion of the client/subject's language and communication modes and developmental capabilities.	1☐	2☐	3☐	4☐	5☐	N/A☐
6.	Conducts systematic and structured, direct observations to gather data regarding the A-B-C nature of the client/subject's target behavior with graphic representation of the findings and a log of the evaluator's assessment activities.	1☐	2☐	3☐	4☐	5☐	N/A☐
7.	Conducts an analysis of the environment(s) where the client/subject is demonstrating the target behavior – and other environments, as relevant – to identify curricular, instructional & environmental/ecological modifications/accommodations that can be made leading to positive changes in behavior.	1☐	2☐	3☐	4☐	5☐	N/A☐
8.	Conducts a reinforcement analysis of the A-B-C's of the client/subject's target behavior to identify the function(s) – using the function matrix and considering all possibilities.	1☐	2☐	3☐	4☐	5☐	N/A☐
9.	Integration and interpretation of results are reasonable and accurate – using all components of the multi-dimensional RIOT model, including rating scales, questionnaires and surveys provided by instructor.	1☐	2☐	3☐	4☐	5☐	N/A☐
10.	Provides a summary that discusses essential facts/data, integrates findings, and includes a concise, comprehensive explanation of the assessment's outcome, including the behavior's function and how proposed interventions will lead to more positive outcomes for the client/subject.	1☐	2☐	3☐	4☐	5☐	N/A☐
11.	Recommends practical, feasible, socio-culturally appropriate, and least restrictive antecedent & consequent interventions including at least one Functionally Equivalent Replacement Behavior that will improve the client/subject's quality of life by reducing negative outcomes of their behavior.	1☐	2☐	3☐	4☐	5☐	N/A☐
12.	Professional writing and communication style: The report is logical, meaningful, appropriate length, follows a sequential line of thought, clear and readable, free of jargon and clichés, using precise, descriptive language, and free of spelling and grammatical errors.	1☐	2☐	3☐	4☐	5☐	N/A☐
	TOTALS						**Total Score**

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

Multi-Systemic School-Wide Program Evaluation Project Rubric

EPC 661: Multi-Systemic
Behavioral (Assessment and)
Interventions

Semester: **20/**

Students:

Instructor/Evaluator:

Name of Program/School:

Instructor/Evaluator Signature: **Date:**

Rating Points Earned: **Grade Earned:**

FBA/BIP RUBRIC RATINGS

1 = demonstrates to a low or insufficient degree
2 = demonstrates to a somewhat less than moderate degree
3 = demonstrates to a moderate degree
4 = demonstrates to a somewhat higher than moderate degree
5 = demonstrates to a high or substantial degree
N/A = not feasible, appropriate, necessary &/or relevant for case study

Rating Point Scale Key:
        50 – 60 = A
        40 – 49 = B
        30 – 39 = C
        20 – 29 = D

1.	Demographic information is complete -- including: • Provides Name, Title & Role of person(s) Interviewed & How Contacted & Interviewed • Address/Location • Phone • Website • Contact Person • Size of Facility • NPS vs. Public or Private • Day Program vs. Residential • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
2.	Provides School or Program's Philosophy/Mission/Goals	1☐	2☐	3☐	4☐	5☐	N/A☐
3.	Identifies student population – including: • Size/Enrollment • Grade levels • Ages • Disabilities served • County/Region/SELPA served • Boys vs. Girls vs. Non-Binary, other • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
4.	Provides Data/Statistics – including: • Graduation rates • Attendance rates • Return to district rates • Class sizes • Funding sources • Tuition • State Test Scores • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
5.	Provides Educational Track Info – including: • Types of curricula, support &/or remedial programs offered • Diploma vs. Certificate of Completion • Advanced placement courses? • College/University bound? • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
6.	Provides School Site Activities – including: • Clubs/Organizations? • Sports/Athletics • Music • Art • 'Electives' • ROP / WIOA • Prom / Social events • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
7.	Provides Staffing Information – including: • Who • How many • What specialists / therapies	1☐	2☐	3☐	4☐	5☐	N/A☐

		1	2	3	4	5	N/A
	• Student to adult ratio • Class sizes / student groupings • Other as appropriate						
8.	Provides Information about the Behavior Support Systems/Structure – including: • Individual • School-wide • Functional Behavioral Assessment • Behavior Support Plans • Token Economy • Reinforcement Schedules • Rewards/Awards • "Disciplinary Strategies" used • Other as appropriate	1☐	2☐	3☐	4☐	5☐	N/A☐
9.	Provides Information about Other Aspects – including: • Transportation • Meals • Nursing • Daycare / Childcare • Parent involvement • Volunteer program • Other as appropriate	1☐		3☐	4☐	5☐	N/A☐
10.	Your Impressions – including: • Ambience • Culture • Climate • Appearance • Cleanliness/Tidiness • Well-maintained • Aesthetics • Would we send our children there or recommend to friends/family?	1☐	2☐	3☐	4☐	5☐	N/A☐
11.	Team Collaboration – including: • Presenters shared the load • Equal effort & involvement by both/all participants	1☐	2☐	3☐	4☐	5☐	N/A☐
12.	Quality of Presentation – including: • Presenters were familiar with the content & didn't just read the slides • Presentation was well-organized, without excessive repetition • Presenters followed a formal approach as appropriate for a professional meeting	1☐	2☐	3☐	4☐	5☐	N/A☐
	TOTALS						**Total Score**

APPENDIX C

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program
EPC 661: Multi-Systemic
Behavioral Interventions
Spring 2022

Student:

Instructor:

Attendance, Participation & Professionalism Rubric

	4	**3**	**2**	**1**	**Points**
Attendance & Promptness	Student is **always** in class & on time.	Student is **usually** in class & on time.	Student is **sometimes** in class & on time.	Student is **almost never** in class & on time.	
Level of Engagement	Student **always** proactively contributes to class by offering ideas and asking questions.	Student **usually** proactively contributes to class by offering ideas and asking questions.	Student **sometimes** proactively contributes to class by offering ideas and asking questions.	Student **almost never** proactively contributes to class by offering ideas and asking questions.	
Listening Skills	Student **always** listens to others, incorporating or building on their ideas.	Student **usually** listens to others, incorporating or building on their ideas.	Student **sometimes** listens to others, incorporating or building on their ideas.	Student **almost never** listens to others, incorporating or building on their ideas.	
Professional Demeanor (respectful, dignified, courteous)	Student **always** displays professional demeanor during class.	Student **usually** displays professional demeanor during class.	Student **sometimes** displays professional demeanor during class.	Student **almost never** displays professional demeanor during class.	
Preparation	Student is **always** prepared for class with assignments and required class materials.	Student is **usually** prepared for class with assignments and required class materials.	Student is **sometimes** prepared for class with assignments and required class materials.	Student is **almost never** prepared for class with assignments and required class materials.	
*A cumulative score lower than 15 or single score lower than 3 might result in a loss of credit for the course.				***Total:**	

OUR CLASS NORMS / BEHAVIORAL EXPECTATIONS
For the Good of the Order & the Good of the Group

Be Safe/Healthful:
- Masks up as appropriate
- Wash / sanitize hands frequently, as appropriate
- Take care of your personal health/comfort needs
- Maintain a reasonable social distance
- Use electrical cords carefully, keeping them from aisles

Be Respectful:
- Honor the schedule – arrive <u>on or before</u> time
- Listen carefully and respectfully to the speaker, without interrupting or engaging in unnecessary side activities
- Presume positive intentions
- Focus on finding solutions for the good of the group, not blaming or promoting personal agendas
- Maintain confidentiality

Be Responsible:
- Be prepared with necessary supplies and materials
- Express your views willingly, clearly, concisely, and honestly
- Ask and welcome questions for clarification
- Take responsibility for your own learning while sharing the load with your classmates
- Use class time only for class-related activity

SPPE Index

Standard	Introduced	Practiced	Assessed
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SPPE 4.2	Pg. 12,, 13, 14, 15	14, 15	
SPPE 5.1	Pg. 12,, 13, 14, 15	14	
SPPE 5.2	Pg. 12,, 13, 14, 15		
SPPE 6.0	Pg. 12,, 13, 14, 15		
SPPE 6.4	Pg. 12,, 13, 14, 15		
SPPE 9.0	Pg. 12,, 13, 14, 15		13, 14, 15, 16
SPPE 9.1	Pg. 12,, 13, 14, 15		