

Course Syllabus

HHD 2524 Behavioral Interventions for Children and Adolescents Spring 2025

Instructor: Kaylee Wynkoop, Ph.D.
Office: 5154 Wesley W. Posvar Hall

Email: ksw53@pitt.edu
Office Hours: By Appointment

Class Meeting Days (Times) Location: Asynchronous Online / Canvas

Course Description: This course will help you support students with emotional and behavioral problems in school settings. These problems include disruptive, oppositional, and aggressive behaviors, limited interpersonal and study skills, and behaviors caused by learning difficulties, mental illness, trauma, and stressful life events. The course's emphasis is on research-based positive behavioral assessment, supports, and interventions.

Course Objectives: Develop knowledge, skills, and understanding of the following concepts and learn consulting strategies for supporting other professionals (i.e., teachers) to support K-12 students.

- A. Discern the meaning and function of a student's behaviors using direct observations, interviews, and record reviews to create a functional behavioral assessment (FBA).
- B. Engage the student, staff, and family in creating an individual positive behavior plan (BIP).
- C. Improve classroom-wide and school-wide positive behavioral interventions and supports (PBIS).
- D. Share strategies to build capacity for including students in curricular as well as co-curricular experiences.
- E. Respond to behavior and discipline requirements under federal and state special education laws.
- F. Identify research-backed resources you can use for ongoing coaching and support, as you assist and inspire faculty, students, and parents.

Required Text(s):

Abbreviation	Citation	Note
ABA-T	Alberto, P.A., Troutman, A.C., & Axe, J.B. (2022). <u>Applied Behavior Analysis for Teachers</u> . (10 th Edition), Boston: Pearson Education, Inc.	Not available online. Copies of select chapters will be posted on Canvas.
ABA-GE	<u>Quigley, Jennifer, et al. Incorporating Applied Behavior Analysis into the General Education Classroom. 1st ed., Springer International Publishing AG, 2023.</u>	Available for free on PittCat. The citation is linked.
UABA	<u>Kearney, Albert J. Understanding Applied Behavior Analysis: An Introduction to ABA for Parents, Teachers, and Other Professionals. Second edition., Jessica Kingsley Publishers, 2015.</u>	Available for free on PittCat. The citation is linked.

Course Requirements & Evaluation:

1. Module Check-Outs with Graph (6 x 10 points each)	60 points
2. Quizzes (6 x 10 points each)	60 points
3. Behavior Board Posts (8 X 10 points each)	80 points
4. Self-Management Plan (Draft = 5 points, Final = 95 points)	100 points
5. Behavior Management Plan (Draft=5 points, Final=95 points)	100 points
TOTAL	400 points

Responsibilities for Each Module: Complete text and supplemental readings, watch the video lecture, & review PPT slides, and complete the Module Discussion Board Post and Response, Module Check-Out, and Module Quiz by the closing of the module. **(See Due Dates/Module End Dates in Canvas.)**

1. **Module Check-Outs with Graph:** Each Module Check-Out contains a checklist of tasks that must be completed during the module, including readings, videos, or other tasks. Additionally, many complex but critical behavioral concepts will be presented throughout the course. Module Check-Outs will allow you to review and check your understanding of key concepts frequently. You will complete the same activity each week, record and graph your score, and hopefully, see your growth over the semester. Module Check-Outs are graded on completion only (i.e., if you submit the Check-Out completely, you will get all 10 points.) **(See Canvas for Due Dates.)**
2. **Quizzes:** Six (6) quizzes must be taken during the semester. All quizzes will be posted and are to be completed on Canvas. Quizzes must be completed by the end of the assigned module. Each quiz is worth 10 points and may be taken twice. The higher of your two quiz grades will be accepted and recorded. **(See Canvas for Due Dates.)**
3. **Behavior Board Posts:** Supporting positive behavior should be a collaborative team effort! As such, there will be a Behavior Board (aka, Discussion Board) for each of our major topics (8 in total). These are intended to be thought-provoking and encourage conversation among students. You will post an initial comment on each prompt and then respond to at least one peer. Your initial posts and responses should be brief but thoughtful. Please avoid simply stating, "I agree!" or "I do the same thing!" Briefly explain and expand upon connections or similar thinking with your classmates. If there are disagreements in thinking, please be polite and respectful and practice civil dialogue. Behavior Board Posts are also graded on completion only (i.e., if you post a thoughtful comment and peer response, you will get all 10 points.) **(See Canvas for Due Dates.)**

Long-term Projects (SMP & BMP):

4. **Self-Management Plan:** Each student must develop, implement, and evaluate a self-management plan aimed at increasing or decreasing one of his or her own self-selected target behaviors. The instructor will review expectations, share an example plan, and provide students with a template and rubric to use when completing the assignment. Activities for this assignment will occur throughout the semester. All materials associated with the self-management plan will be posted on Canvas, and completed self-management plans must be submitted via Assignments on Canvas by the due date. **(See Canvas for Due Dates.)**
5. **Behavior Management Plan:** Each student must develop a Behavior Management Plan for a student or client. You may use a fictional case study (thes will be provided in Canvas) or base your plan on a real student or client with whom know, but be sure to use pseudonyms and keep all information annonymous!) to decrease challenging behavior and increase appropriate behavior. The instructor will review expectations and provide students with a template and rubric to be used when completing this assignment. All materials associated with the behavior management plan will be posted on Canvas. Drafts and completed behavior management plans must be submitted via Assignments on Canvas by the due dates. **(See Canvas for Due Dates.)**

Assignment Submission and Grading Policies

Assignments should be completed and submitted on time by the due date. Assignments should be submitted electronically via Canvas. Special circumstances will be considered if communicated with the instructor prior to the assignment being late.

APA style formatting should be used for papers, including citations and references where appropriate.

Point Distribution:

<i>Percentage of Points Earned</i>	<i>Letter Grade</i>
94-100%	A
90 - 93%	A-
87-89%	B+
83-86%	B
80-82%	B-
74-79%	C
69-73%	D

G and I Grades – A student may be graduated without removing G and/or I grades from the record provided all degree requirements have been met and the student's department recommends graduation. The individual school's grading policy should be consulted for regulations dealing with the removal of I grades. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. Once the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

General Class and University Policies

Students are expected to demonstrate professional behavior in all interactions. The faculty encourages you to approach this as a time to learn and practice using these professional behaviors. In this course, the expected professional behaviors are outlined below. Points may be deducted from your final grade due to unprofessional behavior.

- Academic Integrity
 - Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#).
 - Critical thinking skills are essential to the learning outcomes of this course, all writing assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism.
 - To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic.
- Communication
 - Please communicate openly regarding your understanding of course material, assignments, and course format. Do not hesitate to ask if you need assistance or wish to discuss any aspect of the course. Communicate with me about special circumstances as soon as possible and always before the related class session and/or assignment due date.
- Confidentiality
 - You are responsible for maintaining the confidentiality of all the students you work with in field placements related to your coursework at the University of Pittsburgh. When writing or completing course assignments or speaking about your field experience and the students you work with, use pseudonyms (not initials) for student, teacher, and school names. In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers, or staff secure from the view of others.
- Courtesy
 - Students are expected to interact professionally. Additionally, you are expected to use professional language in class and in written communication. Papers and emails that are written in an unprofessional manner (i.e., grammatically incorrect, typos, misspellings, or overly informal) are considered unacceptable. Courteous behavior also includes staying on-task during class, being open to learning with classmates, engaging in open dialogue with classmates and myself, and coming to class prepared.
- Disability Services
 - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both myself (the instructor) and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your

disability and determine reasonable accommodations for this course. I am committed to supporting your access to all learning and assessment in this course.

- Equity, Diversity, and Inclusion
 - The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).
 - I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu. Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).
- Email Communication
 - Each student is issued a University e-mail address (username@pitt.edu) upon admittance. The University may use this e-mail address for official communication with students. Students are expected to read e-mails sent to this account regularly. Failure to read and react to University communications promptly does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Gmail, Yahoo). Students who forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost due to forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.
- Participation
 - Students are expected to actively participate in all course discussions and activities with civility and openness to learning from others. This helps you better learn the material and helps me gain better insight into your learning. You are expected to complete all required readings according to the timeline delineated in the course syllabus. If you do not understand something, please ask!
- Plagiarism Resources and Information
 - <https://www.english.pitt.edu/undergraduate/plagiarism>
- Religious Observances
 - The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact

me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

- Statement on Classroom Recording
 - To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DIL Student Grievance Procedures

The rights and responsibilities of faculty and students are described in the University's Academic Integrity Guidelines at:

<http://www.education.pitt.edu/portals/0/current%20students/Policies%20and%20Forms/graduate%20policies/academic%20integrity%20guidelines.pdf>

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow this procedure:

1. The student should talk directly to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator.
3. If the matter remains unresolved, the student should talk to the associate chair of TLL (currently Dr. Tinukwa Boulder).
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Andrea Zito).
5. If the matter still remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer (currently Dr. Andrea Zito).

Course Overview

Module	Week(s)	Dates	Topic	Major Tasks	Assignment / Quiz Due
1	1	1/8 - 1/12	Putting It All Together - Intro & Overview of Behavior	Preview/Skim the chapters below: ABA-T - Chp 13 UABA - Intro, QR A-Z, Chp 1 & 6 ABA-GE - Chp 1 Watch: Lecture 1	<input type="checkbox"/> Behavior Board 1 <input type="checkbox"/> Student Survey
2	2 & 3	1/13 - 1/26	Taking It All Apart - Defining Behavior and Setting Behavioral Objectives - Teaching Self-Management * Introduce SMP Project	Read: UABA - Chp 2, 3, & 6 (p. 83 -84 only) ABA-GE - Chp 2 (p. 11-14 only) ABA-T - Chp 12 Watch: Lecture 2	<input type="checkbox"/> Behavior Board 2 <input type="checkbox"/> Quiz 1 <input type="checkbox"/> *Submit SMP Draft <input type="checkbox"/> Check Out 1
3	4 & 5	1/27 - 2/9	Diving Deeper - Collecting Data - Graphing Data	Read: UABA - Chp 6 (p. 84 - 95 only) ABA-GE - Chp 2 (p. 14 - 26 only) Watch: Lecture 3	<input type="checkbox"/> Behavior Board 3 <input type="checkbox"/> Quiz 2 <input type="checkbox"/> Check Out 2 * Begin Collecting SMP Data
4	6	2/10 - 2/16	Getting to the Root - Determining the Function **Introduce BMP Project	Read: UABA - Chp 6 (p. 78 - 81 only) ABA-GE - Chp 3 Watch: Lecture 4	<input type="checkbox"/> Behavior Board 4 <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Check Out 3 * Keep Collecting SMP Data
5	7 & 8	2/17 - 3/2	Making Change Happen - Using Antecedents and Consequences to Increase "Good" Behavior Decrease "Bad" Behavior	Read: ABA-GE - Chp 4 & 5 Watch: Lecture 5	<input type="checkbox"/> Behavior Board 5 <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Check Out 4 * Keep Collecting SMP Data
Week 9		(3/2 - 3/9)	SPRING BREAK		Keep Collecting SMP Data

6	10 & 11	3/10 - 3/23	Making Change When Change Is Hard - Understanding and Addressing Aggression	Read: UABA - Prompts (p. 39, 106-108), Contracts (p. 119), Response Cost & Schedules of Reinforcement (p. 63-69), Extinction (p. 58-60) Time Out (p.122) Watch: Lecture 6a	<input type="checkbox"/> Behavior Board 6 <input type="checkbox"/> Quiz 5 <input type="checkbox"/> *Submit Final SMP <input type="checkbox"/> Check Out 5
			Making Change Stick - Generalizing and Maintaining Behavior	Read: ABA-T- Chp 11 UABA - Chp 6 (p. 108-109, p. 128 Transfer Training, & p. 143-144 Incidental Teaching) Watch: Lecture 6b	
7	12 & 13	3/24 - 4/6	Getting Bigger - Whole Class and School-wide Positive Behavior Intervention Support (PBIS)	Read: UAB-GE - Part II - Chp 6 & 7 Watch: Lecture 7	<input type="checkbox"/> Behavior Board 7 <input type="checkbox"/> Quiz 6 <input type="checkbox"/> **Submit BMP Draft <input type="checkbox"/> Check Out 6
8	14 & 15	4/7 - 4/20	Putting It All Back Together	Review Readings and Revisit Initial Questions: ABA-T - Chp 13 UABA - Chp 6 Watch: Lecture 8	<input type="checkbox"/> Behavior Board 8 <input type="checkbox"/> Quiz 7 <input type="checkbox"/> Check out 7 **Work on BMP
9	16	4/21 - 4/30	Individual BMP Meetings As Needed/Requested		<input type="checkbox"/> **Submit Final BMP