

Early Behavior Intervention for Young Children At-Risk: 0-8

[UTEP Tech Support Helpdesk](#)

Course Description

The purpose of this course is to teach early interventionists how to develop and conduct a Functional Behavior Assessment and a Behavior Intervention plan. Through this class students will be presented with the basic concepts of Applied Behavior Analysis. With the guide and feedback of the facilitator, Students will apply the concepts to a practice in order to conduct a Functional Behavior Assessment and develop a Behavior Intervention Plan. Students will also engage in ongoing discussions regarding what they have learned and how they have implemented their new knowledge in the real world, with their peers.

Course Objectives or Expected Learning Outcomes

At the end of this course, students will be able to:

- Have a basic understanding of the principles of behavior analysis
- Determine proper interventions for challenging behavior based on the function of the behavior
- Outline 3 or more strategies to manage behavior in a group setting
- Use data to guide behavior interventions
- Complete a functional behavior assessment using Prevent Teach and Reinforce for Young Children
- Complete a Behavior Intervention Plan using Prevent Teach and Reinforce for Young Children

Required Materials

Kearney, Albert J (2015). Understanding Applied Behavior Analysis, an introduction to ABA for parents, teachers, and other professionals

<https://www.amazon.com/Understanding-Applied-Behavior-Analysis-Second/dp/1849057850>

Dunlap, G., Wilson, K., Strain, P., & Lee, J.K. (2013) Prevent-Teach-Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support

<https://www.amazon.com/Prevent-Teach-Reinforce-Young-Children-Childhood-Individualized/dp/1598572504>

Course Assignments and Grading

Weekly projects will build into the final project, which will be worth half of your total grade. Bold assignments are not optional.

Grade Distribution – Students can potentially earn 1000 points over the course of this semester:

1000-900 = A 899-900 = B 799-700 = C 699-600 = D 599 and Below = F

- 100 points: Definitions
- 100 Points: Learning Blog or Vlog
- 100 Points: Functions of behavior Activity
- **100 Points: reading quizzes**
- **200 points: On-site observation and notes**
- **250 Points: Develop an FBA**
- **250 Points: Develop a BIP**

Definitions: The student will write out their own learning glossary in a notebook, take a picture of their terms and submit for grading

Site observation and notes: students will obtain permission to observe a young child at an early intervention setting (preschool, daycare, etc). The student will observe the child that exhibits maladaptive behaviors and take notes tying in what they observe with what they have learned in class.

Learning Blog or Vlog: students will share their experiences from their observations with their peers. Students have the opportunity to be creative and share with either a written blog or a video blog. They will bounce ideas off of each other to gain an appreciation for collaborating with other professionals

Reading Quizzes: students will be assessed on the comprehension of the reading materials

Functions of Behavior Activity: students will list the main functions of behavior and then determine which intervention is the best based on the function

Develop an FBA based on PTR-YC: students will use the PTR-YC as a guide to develop their functional behavior assessments

Develop a BIP based on PTR-YC: students will use the PTR-YC as a guide to develop their behavior intervention plans

Course Policies and Procedures

Attendance Policy

To be successful in this online course and program, it is essential that students log on to the course a minimum of 3 times a week and allocate the amount of time necessary to complete the required work in each lesson. If you need to plan professional or personal travel during the course, please ensure you have continuous access to a reliable Internet connection. Online learning offers flexibility; however, the accelerated nature of the course requires students to fully engage and participate during the class offering.

Each lesson's materials are made available to students at least one week ahead of the actual lesson start date, thereby allowing students to work actively on the current lesson and also preview the upcoming lesson and work ahead if interested. In addition, the course schedule provides a list of lesson readings so that you can read ahead to prepare for upcoming assignments and activities.

Participation Policy

Course expectations reflect those of graduate-level coursework. Students are expected to participate in all class activities to demonstrate fulfillment of the course objectives, as well as produce high-quality written products. You will be expected to utilize the course readings in a manner that allows you to gain fluency with the material and to contribute to a scholarly conversation on the designated topics.

Assignment Policy

All assignments are due on the assigned date in the digital drop box on Blackboard. Assignments may NOT be turned in via hard copy or via e-mail unless otherwise specified. Late assignments will not be accepted.

Assignments are expected to be typed, double-spaced, paginated, 1 inch margins, 12 point Times New Roman font, use of people first language, and follow APA guidelines. Submit your work in a .doc format. See the Grading section of the syllabus for information about how assignments are graded.

- APA Style: Citations in the body of a paper and the reference list at the end of the paper should follow APA Style. Information about APA style may be found at <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- People First Language. All assignments must be completed using People First Language- which respectfully puts the person before the disability to describe what the person has not who a person is (e.g., a student with autism vs. autistic student). Points will be deducted if these conventions are not followed.

Drop Policy

Student-Initiated Drops

It is the student's responsibility to officially drop a course that she or he no longer wishes to take. Failure to do so might result in a grade of F on the student's academic record. Athletes must receive permission from the Miner Athletic Advising Center before dropping a course. International students with F or J visas must receive permission from the Office of International Programs before dropping a course.

Administrative Drops

During registration periods for upcoming semesters, students will be dropped from registered courses for failure to meet prerequisites or corequisites after final grades have been posted for the current semester and before the beginning of late registration

for next semester. A student may petition the department chair of the course in question for a prerequisite or corequisite waiver.

At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline. A grade of "F" received due to disciplinary action imposed by the University overrides a grade of "W" received through a student-initiated or faculty drop. Students will be notified of their drop through their UTEP e-mail account.

Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the instructor and department chair, or dean. Approved requests will be forwarded to the Registration and Records Office for processing.

Students are responsible for checking their class schedules in Goldmine and for checking their official UTEP preferred e-mail accounts to determine if they have been dropped from a class.

Accommodations for Individuals with Disabilities Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

Learn more here: [UTEP Center for Accommodations and Support Services](#)

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Learn more here: [HOOP: Student Conduct and Discipline](#)

Netiquette

Student Online Conduct and Professional Behavior

Appropriate online behavior, also known as netiquette, is defined by the instructor and includes all electronic communication in the course. Inappropriate contributions may be deleted by the instructor and, if relevant, no credit given. The instructor reserves the right to determine whether a post or other entry is unsuitable.

It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students in the online classroom. If at any time a student's behavior does not meet the standards delineated in the class syllabus, or university policies, the instructor may refer the student for academic probation or to the UTEP Dean of Students. [10 Rules of Netiquette for Students](#)

Student Resources

UTEP provides a variety of student services and support. Familiarize yourself with the bookmarks on the right-hand side of the Blackboard student portal (visible before entering into a course) as well as the resources below.

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.