

# Behavior Problems in School Settings: From Impairment to Intervention.

\*Course Number: V05.0134

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\*This course carries 4 points.

\*There are no prerequisites to this class.

## Course Description:

This course reviews typical children's behavior problems in school settings and offers a primer in evidence-based behavior management tools. The class addresses common causes of disruptive behavior, such as Attention-Deficit/Hyperactivity Disorder (ADHD) and related conditions. Students will be instructed in effective behavior management strategies appropriate for settings, such as schools, camps, and sports programs. Techniques will include selective attention, behavioral daily report cards, token economies, and limit setting. The theoretical and research bases for these strategies will be explored. Students will practice skills with live coaching from the instructor. One required field trip to the NYU Child Study Center will allow students to view how these tools are used in real life clinical settings. This course is of particular interest to those considering careers in child psychology or psychiatry, pediatrics, or general or special education, especially those seeking experience as student aides, camp counselors, or Special Education Itinerant Teachers (SEITs).

The class will meet twice weekly, 75-minute classes. Early classes will involve predominantly lecture (60 minutes) and discussion (15 minutes). Later classes will devote increasingly more time to live and prerecorded demonstrations of interventions, as well as role-play and enactment of techniques in small, supervised groups.

Students will participate in a required field trip at the NYU Child Study Center (577 First Avenue, 33<sup>rd</sup> Street and First Avenue). Students will observe the NYU Child Study Center's weekly Parent Child Interaction Therapy team meeting, which will include live observation of behavior management cases (upon consent of participating families). This field trip will occur on a Tuesday evening from either 4:30-6:30 PM or 5:30-7:30 PM. Due to space restrictions, these field trips will be scheduled in a staggered manner to enable groups of 4 or fewer to attend on any given week.

One week following their scheduled visit, students will be required to write a response paper illustrating:

- a) Which behavioral strategies were demonstrated and/or discussed during the consultations and team meeting,
- b) How these approaches would be effectively folded into a behavior intervention plan in an instructional setting, and
- c) What challenges could be expected in adapting these skills.

## Course Aims:

### *Knowledge*

1. Risk factors for disruptive behavior in educational settings, including emotional and behavioral disorders (e.g., ADHD, anxiety disorders);
2. Theoretical underpinnings of evidence-based behavior management tools, including general learning theory (reinforcement, punishment) and social learning theory (modeling, vicarious learning);
3. Research support for behavior management tools and packages; and
4. Educational system policies, procedures, and key players concerning children with behavior problems.

### *Skills:*

1. Use of selective attention programs for shaping behavior with positive attention;
2. Construction of behavior charts, such as a behavioral daily report card (DRC);
3. Construction of token economy and similar reward systems;
4. Use of clear rules, limits, and instructions;
5. Use of positive discipline tools, such as response cost and time out for mild negative behavior (no physical interventions will be taught); and
6. Integration of the above skills into a comprehensive Behavior Intervention Plan (BIP).

## Course Syllabus:

Week and Lecture Number	Topic	Readings (completed by class listed)	Assignment Due
1-1	Introduction: Why target Disruptive Classroom Behavior?	None.	None.
1-2	Disruptive Classroom Behaviors: The What, Who, and Why, Part I.	Pfiffner, Chapter 1; Webster-Stratton, Reid, & Hammond, 2004.	None.
2-1	Disruptive Classroom Behaviors: The What, Who, and Why, Part II.	Kauffman & Wong, 1991; MTA Cooperative Group, 1999.	None.
2-2	Historical Background: “Wow, They Used to Do <i>What?!?</i> ”	Hallahan & Mercer, 2002; Mayes & Rafalovich, 2007.	None.
3-1	The ABC’s of Behavior: Learning Theory.	Akin-Little, Chapters 2 & 3; Querido, Bearss, & Eyberg, 2002.	None.
3-2	Social Learning Theory at School.	Pfiffner, Chapter 2; McNeil et al., 1991.	ABC Worksheet.
4-1	Key Players on the School-Family	Akin-Little, Chapter	None.

	Team.	1; Couvillon, Bullock, & Gable, 2009.	
4-2	IEP, CSE, 504, etc.: Children with Disruptive Behavior and the Educational System.	Pfiffner, Chapter 3; US Department of Education briefs.	Social/Basic Learning Theory Worksheet.
5-1	Status Quo: Typical Reinforcement and Punishment in Schools.	Akin-Little, Chapter 8; McKerchar & Thompson, 2004.	None.
5-2	The Coercive Cycle: How Good Educators Get Caught in Bad Patterns.	Akin-Little, Chapter 15; Patterson, 1976.	None.
6-1	Evidence-Based Classroom Intervention Programs, Part I.	Kaminski et al., 2008; McIntosh, Rizza, & Bliss, 2000.	Coercive Cycle Case Study Worksheet.
6-2	Evidence-Based Classroom Intervention Programs, Part II.	Akin-Little, Chapter 9; Tiano & McNeil, 2006.	None.
7-1	Assessing Disruptive Classroom Behavior: Evaluating Problems and Progress.	Bagner, Boggs, & Eyberg, 2010; Knock & Kurtz, 2005.	None.
7-2	Midterm Exam.	None.	None.
8-1	Selective Attention: Introduction and Theory.	Akin-Little, Chapter 12; Funderburk & Eyberg, 1989.	None.
8-2	Positive Attending, Part I: Basic Skills.	Bell, Boggs, & Eyberg, 2003.	None.
9-1	Positive Attending, Part II: Use in Groups.	Akin-Little, Chapter 10.	Selective Attention Plan
9-2	Active Ignoring.	Hester, Hendrickson, & Gable, 2009; Pfiffner, Chapter 4.	None.
10-1	Conditional Limits & Clear Instructions.	DuPaul, 1991; Roberts et al., 1978.	Active Ignoring Worksheet.
10-2	Classroom Rules and Limits;	Filcheck, McNeil, & Hirschell, 2001.	None.
11-1	Time Out from Positive Reinforcement.	Fabiano et al., 2004; Akin-Little, Chapter 16.	None.
11-2	Response Cost and Other Punishments.	Kazdin, 1972; Tiano et al., 2005.	Punishment Worksheet.
12-1	The Daily Report Card, Part I.	Atkenson & Forehand, 1979; Jurbergs, Palcic, & Kelley, 2007.	None.

12-2	The Daily Report Card, Part II.	Akin-Little, Chapter 14; Kurtz, 2002.	Build-Your-Own Daily Report Card.
13-1	Token Economies.	Kazdin, 2000; Filcheck & McNeil, 2004.	None.
13-2	Putting It All Together: Designing and Implementing a Comprehensive Behavior Intervention Plan; Part I: Getting Underway.	Pfiffner, Chapter 5; Filcheck et al., 2004.	None.
14-1	Putting It All Together, Part II: Troubleshooting and Evaluating;	Kehle et al., 2000; Pfiffner, Chapter 6;	None.
14-2	Career Issues and Pathways.	Verduin, Abikoff, & Kurtz, 2008.; Warner, J., 2010.	FINAL PROJECT DUE.

### Required Reading:

#### *Books:*

Pfiffner, L. J. (1996). *All About ADHD: The Complete Practical Guide*. New York: Scholastic.

Akin-Little, A., Little, S. G., Bray, M. A., & Kehle, T. J. (2009). *Behavioral interventions in schools: Evidence-based positive strategies*. Washington, DC: American Psychological Association.

#### *Articles & Chapters:*

Atkenson, B. M., & Forehand, R. (1979). Home-based reinforcement programs designed to modify classroom behavior: A review and methodological evaluation. *Psychological Bulletin*, 86, 1298-1308.

Bagner, D. M., Boggs, S. R., & Eyberg, S. M. (2010). Evidence-based school behavior assessment of externalizing behavior in young children. *Education and Treatment of Children*, 33, 65-83.

Bell, S., Boggs, S.R., & Eyberg, S.M. (2003). Positive attention. In W. O'Donohue, J.D. Fisher, & S.C.Hayes (Eds.). *Empirically supported techniques of cognitive behavior therapy: A step-by-step guide for clinicians*. New York: Wiley.

Couvillon, M. A., Bullock, L. M., & Gable, R. A. (2009). Tracking behavior assessment methodology and support strategies: A national survey of how schools utilize functional behavioral assessments and behavior intervention plans. *Emotional and Behavioural Difficulties*, 14, 215–228.

DuPaul, G. J. (1991) Attention deficit-hyperactivity disorder: Classroom intervention strategies. *School Psychology International*, 12, 85-94.

- Fabiano, G. A., Pelham, W. E., Manos, M. J., Gnagy, E. M., Chronis, A. M., Onyango, A. N., Lopez-Williams, A., Burrows-MacLean, L., Coles, E. K., Meichenbaum, D. L., Caserta, D. A., & Swain, S. (2004). An evaluation of three time-out procedures for children with attention deficit/hyperactivity disorder. *Behavior Therapy, 35*, 449-469.
- Filcheck, H. A., & McNeil, C. B. (2004). The use of token economies in preschool classrooms: Practical and philosophical concerns. *Journal of Early and Intensive Behavioral Intervention, 1(1)*, 95-105.
- Filcheck, H.A., McNeil, C.B., & Herschell, A.D. (2001). Types of verbal feedback that affect compliance and general behavior in disruptive and typical children. *Child Study Journal, 31*, 225-248.
- Filcheck, H.A., McNeil, C.B., Greco, L.A., Bernard, R.S. (2004). Using a whole-class token economy and coaching of teacher skills in a preschool classroom to manage disruptive behavior. *Psychology in the Schools, 41*, 351-361.
- Funderburk, B., & Eyberg, S.M. (1989). Psychometric characteristics of the Sutter-Eyberg Student Behavior Inventory: A school behavior rating scale for use with preschool children. *Behavioral Assessment, 11*, 297-313.
- Hester, P. P., Hendrickson, J. M., & Gable, R. A. (2009). Forty years later: The value of praise, ignoring, and rules for preschoolers at risk for behavior disorders. *Education and Treatment of Children, 32*, 513-535.
- Hallahan, D. P. & Mercer, C. D. (2002). Learning Disabilities: Historical Perspectives. In R. Bradley, L. Danielson, & D. P. Hallahan (Eds.), *Identification of Learning Disabilities: Research to Practice* (pp. 1-67). Mahwah, NJ: Erlbaum.
- Jurbergs, N., Palcic, J., & Kelley, M. L. (2007). School-home notes with and without response cost: Increasing attention and academic performance in low-income children with attention-deficit/hyperactivity disorder. *School Psychology Quarterly, 22*, 358-379.
- Kaminsky, J. W., Valle, L.A. Filene, J. H. & Boyle, C. L. (2008), A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology, 36*, 567-589.
- Kauffman, J.M., & Wong, K.L. (1991). Effective teachers of students with behavioral disorders: Are generic teaching skills enough? *Behavior Disorders, 16*, 225-237.
- Kazdin, A. E. (1972). Response cost: The removal of conditioned reinforcers for therapeutic change. *Behavior Therapy, 3*, 533-546.
- Kazdin, A. E. (2000). Token economy. *Encyclopedia of psychology, Vol. 8*, 90-92.
- Knock, M. & Kurtz, S. M. (2005). Direct Behavioral Observation in School Settings: Bringing Science to Practice. *Cognitive and Behavioral Practice, 12*, 359-370.

- Kurtz, S. M. (2002). Treating ADHD in school settings. NYU Child Study Center Letter, Vol 6. No. 5. [http://www.aboutourkids.org/files/articles/may\\_jun\\_2.pdf](http://www.aboutourkids.org/files/articles/may_jun_2.pdf)
- Mayes, R. & Rafalovich, A. (2007). Suffer the restless children: the evolution of ADHD and paediatric stimulant use, 1900-1980. *History of Psychiatry, 18*, 435–457.
- McIntosh, D. E., Rizza, M. G., & Bliss, L. (2000). Implementing empirically supported interventions: Teacher-child interaction therapy. *Psychology in the Schools, 37*, 453-462.
- McKerchar, P. M & Thompson, R. H. (2004). A descriptive analysis of potential reinforcement contingencies in the preschool classroom. *Journal of Applied Behavior Analysis, 37*, 431–444.
- McNeil, C., Eyberg, S., Eisenstadt, T., Newcomb, K., & Funderburk, B. (1991). Parent-child interaction therapy with behavior problem children: Generalization of treatment effects to the school setting. *Journal of Clinical Child Psychology, 20*, 140-151.
- MTA Cooperative Group (1999). Fourteen-month randomized clinical trial of treatment strategies for attention-deficit hyperactivity disorder. *Archives of General Psychiatry, 56*, 1073-1086.
- Patterson, G. R. (1976). The aggressive child: Victim and architect of a coercive system. In E. J. Mash, L. A. Hamerlynck, & L. C. Handy (Eds.), *Behavior Modification and Families* (pp. 267-316). New York: Bruner/Mazel.
- Pelham, W.E., Massetti, G.M., Wilson, G., Kipp, H., Myers, D., Newman, B.B., Billheimer, S., Martina, E., Chacko, A., & Waschbusch, D.A. (2005). Implementation of a comprehensive school-wide behavioral intervention: The ABC program. *Journal of Attention Deficit Disorders, 9* (1), 248-260.
- Querido, J.G., Bearss, K., & Eyberg, S.M. (2002). Theory, research, and practice of parent-child interaction therapy. In F.W. Kaslow & T. Patterson (Eds.). *Comprehensive Handbook of Psychotherapy, Volume Two: Cognitive/Behavioral/Functional Approaches* (pp. 91-113). New York: Wiley.
- Roberts, M. W., McMahon, R. J., Forehand, R., & Humphreys, L. (1978). The effect of parental instruction-giving on child compliance. *Behavior Therapy, 9*, 793-798.
- Tiano, J. D., Fortson, B. L., McNeil, C. B., & Humphreys, L. A. (2005). Managing classroom behavior of Head Start children using response cost and token economy procedures. *Journal of Early and Intensive Behavior Intervention, 2*(1), 28-39.
- Tiano, J. D., & McNeil, C. B. Training Head Start teachers in behavior management using parent-child interaction therapy: A preliminary investigation. *Journal of Early and Intensive Behavior Intervention, 3*, 220-233.

United States Department of Education (2010). Online Briefs regarding 504 Plans and Individualized Education Programs. <http://www2.ed.gov/about/offices/list/ocr/504faq.html>.

Warner, J. (2010, March 10). Concocting a cure for kids with issues. *The New York Times*, p. MM44.

Webster-Stratton, C., Reid, M. J., & Hammond, M. (2004). Treating children with early-onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 33, 105–124.

### Examinations and Grades:

- a) The Midterm Exam (20% of final grade) will cover the theoretical and research material from the beginning of the course: Risk factors for behavior problems in school settings; policies, procedures, and roles pertinent to children with disruptive behaviors; research on behavior management systems; and basic general learning and social learning theory concepts. It will be a combination of multiple choice, short answer, and essay. This exam will be given in class at the end of the 7<sup>th</sup> week (session 7-2).
- b) In-class and take-home exercises (totaling 20% of final grade) will allow students to demonstrate knowledge of skills taught. These exercises will be brief (1-2 pages) and typically in worksheet format. In most cases, students will be required to complete typical behavior management tools in the context of fictional case studies provided by the instructor. In-class and take-home exercises will be discussed in class, turned in, and graded. Take-home exercises will include:
  - 1) ABC Model of Behavior Worksheet, due Session 3-2.
  - 2) Social/Basic Learning Theory Worksheet, due Session 4-2
  - 3) Coercive Cycle Case Study Worksheet, due Session 6-1
  - 4) Selective Attention Plan, due Session 9-1
  - 5) Active Ignoring Worksheet, due Session 10-1
  - 6) Punishment Flowchart, due Session 11-2
  - 7) Build-Your-Own Daily Report Card, due Session 12-2
- c) The Final Project (20%) will consist of a multimodal behavior intervention plan. Students will tailor this plan to one of a choice of clinical vignettes provided by the instructor. The plan will address identified problematic behaviors and will cover multiple instructional contexts (e.g., different classroom activities and settings).

In addition to a comprehensive overview, the students will be required to construct customized behavioral tools such as Daily Report Cards, Reward Lists, Token Economy Schedules, Selective Attention Programs, Punishment Flowcharts, and Setting Rules. These tools will be fully integrated into the behavior plan. The Final Project will be due on the last day of class (Session 14-2)

- d) The final exam (20%) will cover general principles of behavior management and provide students with the opportunity to assess and troubleshoot mock behavior intervention plans. It will be a combination of multiple choice, short answer questions, and sample behavior management tools containing flaws that students must identify and correct.
- e) The remaining 20% of the grade will be a “class participation” assessment rubric: Attendance (10%); and participation in class discussions, demonstrations, class trip, and role plays (10%).