For course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

INSTRUCTOR INFORMATION
S. Kathleen Krach, Ph.D.
kkkrach@troy.edu
http://spectrum.troy.edu/kkrach
Bldg 136, Suite 319, Montgomery Campus
334-241-9598

INSTRUCTOR EDUCATION
For a complete C.V., please go to the instructor’s website at:
http://spectrum.troy.edu/kkrach

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

The textbook provider for the eTROY of Troy University is MBS Direct. The Web site for textbook purchases is http://bookstore.mbsdirect.net/troy.htm.

Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work. Students who add this course late should refer to the “Late Registration” section for further guidance.

ADDITIONAL READING
From Troy Library E-Reserves:


**LiveText Requirements for Students:**

Students enrolled in counseling or psychology/ psychometry programs are required to purchase LiveText for electronic submission of specific assignments for this class.

**LATE REGISTRATION**

Students who register during the first week of the term, during late registration, will already be one week behind. Students who fall into this category are expected to catch up with all of Week #1 and Week #2’s work by the end of Week #2. No exceptions, since two weeks constitutes a significant percentage of the term's lessons. Students who do not feel they can meet this deadline should not enroll in the class. If they have registered, they should see their registrar, academic adviser, GoArmyEd/eArmyU representative, or Military Education officer to discuss their options.

Also note that late registration may mean you do not receive your book in time to make up the work you missed in Week #1. Not having your book on the first day of class is not an excuse for late work after the deadlines in the Schedule.

**ELECTRONIC OFFICE HOURS**

I'm available by e-mail at any time during the week, or by phone during my office hours (available on my BlackBoard Instructor Information section). I’m also happy to meet with you in the chat room in Blackboard if you set an appointment with me. You can also post questions or request a chat session in the Course Questions and Answers section in the discussion forum in Blackboard. I check that forum daily during the weekdays, but for more immediate and personal assistance, you should contact me via phone or e-mail. Troy instructors are required to respond to student messages within 24 to 48 hours.

**PREREQUISITES:** None
ENTRANCE COMPETENCIES
The student must possess the knowledge and skills of a college graduate and the capability to perform on a graduate level. Knowledge of reading research and writing papers is assumed. Students who feel they do not possess the needed graphical skills read the APA Manual of Style and Strunk & White’s The Elements of Style.

Catalog Description:
Training and experience in design, execution, and evaluation of behavior modification programs for professionals in fields of counseling, education, rehabilitation and psychology. This course provides a study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles.

Goals and Objectives of Course:
The Teacher Education Program and Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers.

In addition, this course provides opportunities to demonstrate knowledge of:
1.) To be able to design a behavior modification program using behavioral assessment techniques including shaping and reinforcement. [AISDE:290-3-3-.51(2)(a)4]
2.) To understand the information presented in both the class lectures and the text to be able to implement behavior modification in the classroom using conditioned reinforcement. [AISDE:290-3-3-.51(2)(a)4]
3.) To gain an understanding of the complexity of behaviors that represent “learning” including behavior therapy and self-management of personal problems.
4.) To examine and understand the differences between punishment, aversive stimuli and avoidance conditioning. [AISDE:290-3-3-.51(2)(a)4]
5.) To demonstrate an understanding of behavior modification through a written manual and final report of the self-behavior modification project. [AISDE:290-3-3-.51(2)(a)4]

Content:
This course will cover positive and conditioned reinforcement; extinction, intermittent reinforcement; decreasing behavior using fading/shaping; chaining/punishment; avoidance/respondent conditioning, respondent conditioning/transferring behavior: rules/goals that govern behavior; assessment considerations/causes of problem behavior; research/evaluation; token economies/self control; systematic self desensitization/cognitive behavior modification. [AISDE:290-3-3-.51(2)(a)4]

STUDENT EXPECTATION STATEMENT
• The student is expected to participate in the course via e-mail exchanges (or other communication) with the instructor, by reading the assigned readings, submitting comments to the discussion forums, submitting assignments, and completing exams in a timely fashion. In addition, many of the instructional materials will be reinforced with audio podcasts and PowerPoint slides. The student is expected to listen to and take notes of the information shared in these slides/podcasts.
• Students are expected to check their e-mails daily and the announcements at least every 48 hours.
• Students are expected to complete all common assignments in LiveText.
Common Assessments/Assignments: PSY 5559 LiveText

Assignments/Assessments:

**PSY 5559 B-Mod Project Grade Assessment**

The project is designed to provide the student with the opportunity to design and explore the behavior modification process within a classroom environment with feedback from both other students and the instructor. Additionally, the project provides the student with the organizational skills that are involved in the design and implementation of the Behavior Modification Process.

Throughout the course, the project will be discussed among class members in an effort to provide insight and feedback into the nature of the process of a specific behavior modification procedure. Final evaluation will be completed by the instructor upon submission of a written report in LiveText.

**Performance Assessment**

<table>
<thead>
<tr>
<th>Target Behavior</th>
<th>Target Behavior, Antecedents, Consequences, Environmental Influences, frequency, and time behavior occurs</th>
<th>Provided operational Definition of Target Behavior, Frequency, Antecedents and Consequences</th>
<th>Vaguely identified some behavior without ABC’s, frequency, or other specific behaviors associated with the target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline</strong></td>
<td>Recorded ABC's of target behavior every day for 2 weeks without altering the behavior. Included motivation, and environmental influences</td>
<td>Daily journal of behavior and activities before and after the target behavior, including time of day and frequency</td>
<td>Random entries in journal that lack detail and support for the project</td>
</tr>
<tr>
<td><strong>Professional Resources</strong></td>
<td>Identified 3 professional resources that address the need for B-Modification. Integrated the resources and the target behavior in the project report as support for the B-Mod project</td>
<td>Integrated professional resources to support B-Mod program final project</td>
<td>Resources were not professional journal articles with references and were not integrated into the project.</td>
</tr>
<tr>
<td><strong>Consequences</strong></td>
<td>Identified reward system and frequency as well as environmental influences that would maintain or interfere with the target behavior.</td>
<td>Identified a specific reward and tokens that represent success as well as environmental interference.</td>
<td>Just listed consequences without identification of positive and negative environmental influences.</td>
</tr>
</tbody>
</table>
Standards

Interventions (direct and indirect), including counseling techniques and interpersonal relationship skills appropriate to the assessment and consultative roles of the school psychologist; and instructional strategies, behavior management, and reinforcement techniques that are based on needs assessment.

PSY 5559 Behavior Modification Manual Assessment

Students will be working on a self-designed behavior modification project. During the process, students will also design a manual so that other individuals involved in the behavior modification process would have an understanding of the process and could work together to implement change. The manual will be reviewed and graded by the instructor on the basis of content, detail of behavior modification design, and APA style.

Performance Assessment

<table>
<thead>
<tr>
<th>Identified Target Process (20, 28%)</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>A specific behavior modification procedure was chosen for a specific behavior modification process. Identified reasons as to why this procedure was chosen. Include rewards, tokens, and details of each step in the process</td>
<td>Detail procedures of the Behavior Modification process to include reward system, token economy, and a definition of each element of the process</td>
<td>Vague description of a general process lacking detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identified Specific Behavior (20, 28%)</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manual will be designed with a specific type of behavior that could be modified using this procedure to provide details explanation to reader</td>
<td>Details of the ABC's (both positive and negative) associated with the Behavior</td>
<td>Lacking detail as to behavior and why specific procedure is appropriate for target behavior</td>
</tr>
</tbody>
</table>
Identified Specific Elements of Target Subjects AL-ASBE-06.290.3.3.51.2.A.4

All external influences related to the subject that could provide interference with successful behavior modification, Individuals, time, frequency, positive & negative external influences

Identified ways to control external influences on the behavior modification process

Lacking detail of both positive and negative environmental influences

Mechanics (30, 42%) AL-ASBE-06.290.3.3.51.2.A.4

APA style, spelling, grammar and integration of ideas, Cover Page and Index

Used APA format, size 12 font, Times New Roman, double spaced with 1 inch margins

Poor wording, grammar and spelling. Lack of detailed instruction

Standards

Interventions (direct and indirect), including counseling techniques and interpersonal relationship skills appropriate to the assessment and consultative roles of the school psychometrist; and instructional strategies, behavior management, and reinforcement techniques that are based on needs assessment.

RESEARCH COMPONENT

Students are expected to use basic literature review skills in writing papers and conducting intervention plans.

THREE USEFUL WEB SITES FOR THIS COURSE

Course Delivery Website: http://troy.blackboard.com
Course Content Website: http://spectrum.troy.edu/kkrach
National Association of School Psychologists: http://nasponline.org

eTROY COURSES AT TROY UNIVERSITY

All eTROY courses at Troy University utilize Blackboard Learning System. In every eTROY course, students should read all information presented in the Blackboard course site and should periodically check for updates—at least every 48 hours.

TROY E-MAIL

All students were required to obtain and use the TROY e-mail address that is automatically assigned to them as TROY students. All official correspondence (including bills, statements, e-mails from instructors and grades, etc.) will be sent ONLY to the troy.edu (@troy.edu) address.

- All students are responsible for ensuring that the correct e-mail address is listed in Blackboard by the beginning of Week #1. E-mail is the only way the instructor can, at least initially, communicate with you. It is your responsibility to make sure a valid e-mail address is provided. Failure on your part to do so can result in your missing important information that could affect your grade.
- Your troy.edu e-mail address is the same as your Web Express user ID following by @troy.edu. Students are responsible for the information that is sent to their TROY e-mail account. You can get to your e-mail account by logging onto the course and
clicking “E-mail Login”. You will be able to forward your TROY e-mail to your eArmy e-mail account. You must first access your TROY e-mail account through the TROY e-mail link found on the Web site. After you log in to your TROY e-mail account, click on “options” on the left hand side of the page. Then click on “forwarding.” This will enable you to set up the e-mail address to which you will forward your e-mail.

COURSE REQUIREMENTS AND METHOD OF EVALUATION
- Project 1: B-Mod Project Grade Assessment [note 1] (20%)
- Project 2: Behavior Modification Manual Assessment [note 1] (20%)
- Online Quizzes/ Review (10% each; 20% total)
- Online Final Exam (20%)
- Class Participation [note 2] (10%)
- Online Discussions [note 3] (2 substantive posts per lecture; 10%)
  Note 1: Critical Assignment: submitted through LiveText when applicable
  Note 2: PodCast attendance will be recorded through submitting into Blackboard a copy of the notes that you took while listening to the Podcasts. These notes can be .doc files of typed notes, they can be .pdfs files of notes written on copies of the PowerPoint slides, or they can be notes taken within the .ppt document notes section.
  Note 3: Discussion grades will not be posted until the last week of class. These are graded PER LECTURE and not per week. Substantive usually means either a question or a response of more than a few words pertaining to the lecture topic. Posts under the instructor or student question sections do not count towards your total.

ASSIGNMENT OF GRADES
  - Postings: Grades are posted in Blackboard, in the Grade Center.
  - FA: “FA” indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the Attendance Policy section of this syllabus for additional information.
  - Grades will be assigned as follows:
    - A = 90-100
    - B = 80-89
    - C = 70-79
    - D = 60-69
    - F = 0-59

ATTENDANCE POLICY
In addition to interaction via Blackboard and e-mail contact, students are required to contact the instructor via e-mail or telephone by the first day of the term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

MAKE-UP WORK POLICY
Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See “Attendance,” above.

If I have not heard from you by the deadline dates for assignments, exams, or forums, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and
accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

**INCOMPLETE GRADE POLICY**
Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or “INC” is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for an Incomplete Grade Form online (http://trojan.troy.edu/etroy/onlinegraduateprograms/forms/). Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. The form will not be available after the last day of the term. A grade of “INC” does not replace an “F” and will not be awarded for excessive absences. An “INC” will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. **It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.**

**Policy/Rules for granting an Incomplete (INC)**
- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student **must**:
  a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
  b. Be passing the course at the time of their request.
- **If both of the above criteria are not met an incomplete cannot be granted.**
- An INC is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.

**KRACH’S INCOMPLETE POLICY**: Students must REQUEST an incomplete prior to the last week of class. An incomplete request form (available from Dr. Krach) must be completed. To obtain an incomplete for this class, students must have a legitimate reason for not being able to complete the work. In addition, over 70% of the course work must already be completed with a passing grade prior to the incomplete. It is the STUDENT’S responsibility to notify the professor as soon as an emergency happens. Notification of an emergency later than 10 days after the event (unless the student is physically incapable of doing so) is considered negligent on the part of the student, and no accommodations can be made.

**KRACH’S POLICY OF PROFESSIONALISM**: In all interactions with the professor as well as any other personnel, professionalism will be maintained at all times. Professionalism refers to 1) Manner of dress; 2) Handling conflict (e.g., behind closed doors, in person, and with respect); 3) Preparation (e.g., read prior to class, have materials needed for the class day); 4) Confidentiality (e.g., within the class, within the schools, etc.); 5) Self-awareness (e.g., know what you don’t know, know when to get supervision, know when to ask for consultation, etc.).

**KRACH’S POLICY OF ETHICS**: All students studying in the field of psychology and counseling are responsible for knowing and behaving under the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct. If you are unaware of what is state on the code, it can be found at: http://www.apa.org/ethics/code/index.aspx
METHOD OF INSTRUCTION
This is an eTROY class. It is not a “correspondence course” in which a student may work at his/her own pace. Each week there will be assignments, on-line discussions, and/or exams with due dates. Refer to the schedule at the end of this syllabus for more information.

SUBMITTING ASSIGNMENTS
- Weekly course notes will be submitted under the Assignments BlackBoard tab.
- Course projects will be submitted both through the Assignments BlackBoard tab AND LiveText
- Course Discussions will take place through the Discussion Board BlackBoard tab.

EXAMINATION SCHEDULE & INSTRUCTIONS
- Quizzes
  - The quizzes will be open-book, 30 items, multiple-choice.
  - They will be available for a specific time period. See the Course Schedule in the back of this syllabus for the dates during which time the exams will be available.
  - The quizzes will be delivered online via Blackboard. They will be found in the Exams/Quizzes tab section. The quizzes will be timed. Students are allowed one hour to complete the quiz.
- Final Exam
  - The final exam will be open-book, 30-items, multiple-choice.
  - The final exam will be available for a specific time period. See the Course Schedule in the back of this syllabus for the dates during which time the exams will be available.
  - The final exam will be delivered online via Blackboard. The exam will be found in the Exams/Quizzes tab section. The exam will be timed. Students are allowed one hour to complete the exam.

Internet Access
- This is an on-line class. Students must have access to a working computer and access to the internet. Students can use the TROY computer lab, a public library, etc., to insure they have access.
- “Not having a computer” or “computer crashes” are not acceptable excuses for late work. Have a backup plan in place in case you have computer problems.
  - Most public libraries offer computers for use.
  - Troy University campuses often have “open lab” times for computer use.

COURSE SCHEDULE

Week 1
Aug 12

Topics:
Introduction to the Course
Operationally Defining a Problem; Assessing a Problem; SS Design

Assignments:
Develop assessment for Project 1 (see guide)
Get your journal approved for Project 1 (see guide)
Operationally Define Your Project 1 Targeted Behavior (see guide)
Turn in Lecture Notes
Post in Discussion Board (2 per topic)

Readings:
Martin & Pear (2011): Chapter 1, 20, 21, 22, 24
Operationally Defining Behaviors
Week 2  
Aug 19  
**Topics:**  
Developing a Behavior Modification Plan  
**Assignments:**  
Collect baseline in journal  
Write-up Professional Resources for Project 1  
Turn in Lecture Notes  
Post in Discussion Board (2 per topic)  

**Readings:**  
Martin & Pear (2011): Chapter 3, 4, 5, 6, 9, 10

Week 3  
Aug 26  
**Topics:**  
Developing a Behavioral Modification Plan  
**Assignments:**  
Collect baseline data in journal  
Write Up Baseline data section for Project 1  
Write Up Defining the Consequences Section  
Quiz 1  
Turn in Lecture Notes  
Post in Discussion Board (2 per topic)  

**Readings:**  
Martin & Pear (2011): Chapter 11, 12, 13, 17, 18, 19

1st draft – Project 1 (Operational Definition; Baseline Data with Tool; Resources; Defining the Consequences ONLY)  
Friday, Aug 30 (due), late after Sunday, Sep 1 @ midnight  
**Quiz 1**  
Thurs, Aug 29 1PM – Saturday, Aug 31 5PM

Week 4  
Sep 3  
**Topics:**  
Behavior Intervention Plans/ Functional Behavioral Analysis  
**Assignments:**  
Implement B-mod for Project 1  
Collect treatment data in journal  
Start on Project 2  
Turn in Lecture Notes  
Post in Discussion Board (2 per topic)  

**Readings:**  
Martin & Pear (2011): Chapter 23, 25  
Week 5
Sep 9
Topics:
Response to Intervention: Social, Emotional, & Behavioral
Assignments:
Continue behavior modification plan
Collect treatment data in journal
Turn in Draft for Project 2
Turn in Lecture Notes
Post in Discussion Board (2 per topic)
Readings:
Fairbanks, Sugai, Guardino & Lathrop (2007)
Shores (2009)
Hunley & McNamara (2010)

1st draft – Project 2  Friday (due), late after Sunday @ midnight (Turn in any completed sections. You will not lose points for not turning anything in. However, you cannot get feedback from me on this project after this date if you do not turn in something).

Week 6
Sep 16
Topics:
Positive-Behavioral Supports (PBS)
Assignments:
Complete behavior modification plan
Collect treatment data in journal
Turn in Lecture Notes
Post in Discussion Board (2 per topic)
Readings:
Bambara & Knoster (1998)
Nelson & Sugai (1992)

Week 7
Sep 23
Topics:
School-Based Consultation
Assignments:
Turn in final draft for Project 1
Quiz 2
Turn in Lecture Notes
Post in Discussion Board (2 per topic)
Readings:
Erchul & Martens (2002): Chapter 2
Conoley & Conoley (1992): Appendix A
Thompson & Henderson (2011): Consultation

Quiz 2  Thursday, Sep 26 1PM – Saturday, Sep 28 5PM
Final Draft Project 1  Friday, Sep 27 (due) late after Sunday, Sep 29 @ midnight
Week 8  
Sep 30  
Topics:  
Diversity  
Assignments:  
Continue Project 2  
Turn in Lecture Notes  
Post in Discussion Board (2 per topic)  
Readings:  
Rhodes (2009)

Week 9  
Oct 7  
Topics:  
None (this is an assessment week)  
Assignment  
Turn in final draft for Project 2  
Complete the final exam  
Turn in Lecture Notes  
Post in Discussion Board (2 per topic)  
Readings:  
None (this is an assessment week)

Final Exam  
Thursday, Oct 10 1PM – Saturday, Oct 12 5PM

Final Draft Project 2  
Thursday, Oct 10 (due), late after SATURDAY, Oct 12 @ midnight

Important Dates:  
Aug 12: Classes Start  
Aug 19: Last Day to Drop Without Owing Full Tuition  
Sept 2: Labor Day (No Class)  
Sept 20: Last Day to Drop Without Academic Penalty  
Oct 13: Last Day of T1 Classes