

CURRICULUM PROPOSAL FORM #4  
UNIVERSITY OF WISCONSIN-WHITEWATER

CHANGE IN OR DELETION OF EXISTING COURSE

Type of Action	
<input type="checkbox"/> Course Deletion	<input checked="" type="checkbox"/> Requisite Change
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Repeatability Change
<input checked="" type="checkbox"/> Description Change	<input type="checkbox"/> Diversity Option
<input checked="" type="checkbox"/> Title Change	<input type="checkbox"/> General Education Option
<input type="checkbox"/> Number Change	area: _____
<input type="checkbox"/> Contact Hour Change	<input type="checkbox"/> Computer Requirement
<input type="checkbox"/> Credit Change	<input type="checkbox"/> Writing Requirement
<input type="checkbox"/> Add Cross-listing	<input type="checkbox"/> Other _____

Effective Term: Spring, 2000

New/Current Course Number: 840 - 768 / Crosslist Number:       -      /

Old Course Number:       -      /

New/Current Course Title: Behavior Therapy in Schools

Old Course Title: Clinical Applications of Behavior Therapy

15 Character Abbreviation: BEHTHERAPYSCHOO

25 Character Abbreviation: BEHAVIORTHERAPYINSCHOOLS

Sponsor(s): Randy T. Busse

Department(s): Psychology

College(s): Letters and Science

Other Programs Affected: None

Check if course is required in:  Major/Emphasis (specify): School Psychology

Minor/Emphasis (specify): \_\_\_\_\_

Other (specify): \_\_\_\_\_

Attach the following:

I. Detailed explanation of changes (use FROM/TO format)

II. Justification for action

## Substantive Course Revision

### I. EXPLANATION OF CHANGES

The course description in the graduate bulletin will be changed:

FROM:

Clinical Applications of Behavior Therapy: A practicum course which requires each student to work directly with children exhibiting a variety of problem behaviors. Each student will work with a minimum of one child, dealing with academic and behavioral problems in a school setting. Programs will be developed, implemented, and completed under the close supervision of the instructor. Class enrollment limit: 10.

Prereq: 840-444/644 and admission to graduate study in the Psychology Department or consent of instructor.

TO:

**Behavior Therapy in Schools: This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.**

**Prereq: Admission to the School Psychology Graduate Program or consent of instructor.**

### II. JUSTIFICATION

This curricular action is taken to maintain current training standards for school psychology students as set forth by the Wisconsin Department of Public Instruction and the National Association of School Psychologists, a national accrediting body for the School Psychology Graduate Program. This is a substantive revision of the course and course description in the graduate bulletin. The course will supplant 840-444/644 Behavior Modification as a required course for school psychology graduate students that focuses on the broader and school oriented applications of behavior therapy. (Behavior Modification will continue to be offered as an undergraduate course open to graduate students from other programs.

#### A. Relationship to Program Assessment Objectives

The following are taken from the School Psychology Handbook section entitled "Program Objectives:"

"To teach the basic skills and content areas of psychology and education to meet the requirements of School Psychology as defined by the National Association of School Psychologists, American Psychological Association, and the Wisconsin State Department of

## Public Instruction Certification for Provisional and Full School Psychologists”

“To train students to become competent in serving as consultants to teachers, parents and other personnel in their work setting and prepared to carry out programs of primary, secondary, and tertiary prevention”

The following are the course objectives, and the program assessment objectives taken from the School Psychology Handbook section entitled “Continuum of Competencies.” These competencies provide a link between the school program objectives and the course proposal.

### Course Objectives:

1. Students will demonstrate understanding of the principles of behavior therapy, including applied behavior analysis, behavior modification, and cognitive behavioral assessment and intervention.
2. Students will demonstrate knowledge and understanding of the applications of behavior therapy in school settings.
3. Students will apply critical thinking and problem-solving for academic and behavioral issues in school settings.
4. Students will demonstrate knowledge of behavioral observation and measurement methods.
5. Students will begin to learn how to effectively communicate the results of behavioral assessment and intervention data for use in school settings.

### School Psychology Competency Objectives:

#### Educational Foundations:

- C. Shows evidence of an ability to design educational and/or behavioral interventions for exceptional learners in a school setting
- D. Shows evidence of an ability to design educational and/or behavioral interventions for regular education learners in a school setting

#### Assessment:

G/H. Demonstrates skill in the administration, scoring, and written interpretation of a variety of socio-emotional and behavioral assessment procedures under practice conditions/in a supervised, school-based setting

I/J. Demonstrates skill in the administration, scoring, and written interpretation of a variety of curriculum-based procedures under practice conditions/in a supervised, school-based setting

#### Interventions

- A. Is able to explain the relationship between assessment and intervention in school-based practice
- C. Shows evidence of an understanding of the essential principles of behavior therapy
- D. Shows evidence of an understanding of the essential principles of cognitive-behavior therapy

L. Shows evidence of a solidly emergent capacity to successfully manage the intervention needs of a variety of children and youth in the school setting

B. Budgetary Impact

There is no impact on the current budget because all faculty and supplies currently are in place. The course supplants 840-444/644 Behavior Modification as a requirement for school psychology graduate students, therefore the department will offer one less section of 840-444/644. The course will be taught during summer sessions.

**ATTACHMENTS: Proposed syllabus and bibliography**

## PROPOSED SYLLABUS

### Behavior Therapy in Schools Psychology 840-768

Instructor: Randy T. Busse, PhD  
Office: 5043 Winther Hall  
Phone: 472-5400; email: busser@uwvwax.uww.edu  
Office Hours:

**Prerequisites:** Admission to the School Psychology Graduate Program or consent of instructor

**University Statement:** The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination, and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the "Rights and Responsibilities" section of the Undergraduate Bulletin; The Academic Requirements and Policies, and the Facilities and Services sections of the Graduate Bulletin; the "Student Academic Disciplinary Procedures" [UWS Chapter 14]; and the "Student Nonacademic Disciplinary Procedures" [UWS Chapter 17].

**Course Description:** This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.

**Attendance Policy:** Students are expected to attend all classes. Students who will miss class due to an emergency must contact the instructor prior to missing class. Students will be required to complete work missed due to absence.

**Academic Integrity:** In this course you are expected to perform with academic honesty and integrity. Cheating, plagiarism, the use of unauthorized materials, or any other form of academic misconduct will be **severely** penalized as permitted under UWS Chapter 14.

**Accommodation for Persons with Disabilities:** To facilitate inclusion of all students, please inform me of needed accommodations in the curriculum, instruction, or evaluation. Confidentiality will be maintained. Contact Student Services for further information.

**Discrimination or Harassment Procedures:** All students are entitled to personal respect and equal access. If you are experiencing discrimination or harassment, please contact either the instructor, the program chairperson, or the Dean of the College.

**Religious Observations:** Students will be excused for religious observations and will have the opportunity to engage in missed course work. Please inform me in writing within the first three weeks of class of day(s) you will miss.

**Absence for University Sponsored Events:** Students will be excused for university sponsored events and will have the opportunity to engage in missed work. Please inform me in writing at least one week prior to the day you will miss.

**Rules for Incomplete Grades:** Unless agreed upon with the instructor, all work is to be completed by the given due date. Incompletes will be granted under certain circumstances (e.g., illness, personal situations). University

policy for incompletes will be used.

**Required Readings:**

- Bergan, J.R., & Kratochwill, T.R. (1990). Behavioral consultation and therapy. New York: Plenum.  
Kendall, P.C. (1991). Child and adolescent therapy. New York: Guilford  
Miltenberger, R. (1998). Behavior modification: Principles and procedures. Pacific Grove, CA: Brooks/Cole.  
Shapiro, E.S., & Kratochwill, T.R. (in press). Functional school based assessment: A practical guide. New York: Guilford.

**Suggested Readings**

- Cooper, J.O., Heron, T.E., & Heward, W.L. (1981). Applied behavior analysis. Columbus, OH: Merrill.

**Required Materials:** Stopwatch

**School Psychology Graduate Student Outcome Competencies:** Continuum of Competencies: II. Educational Foundations Sections C, D.; III Assessment III Sections G, I; IV Interventions Sections A, C, D

**Course Objectives:**

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3. Students will apply critical thinking and problem-solving for academic and behavioral issues in school settings.
4. Students will demonstrate knowledge of behavioral observation and measurement methods.
5. Students will begin to learn how to effectively communicate the results of behavioral assessment and intervention data for use in school settings.

**Specific Requirements and Grading:**

1. Students are expected to attend all classes and to participate in class/small group discussion and activities. Students are expected to read assigned materials prior to class and are responsible for all readings whether or not the readings are covered in class.
2. Students will work in a small group to present on behavioral assessment and interventions for selected academic and behavioral issues in school settings.
3. Students will complete weekly quizzes based on scenarios depicting applications of course topics.
4. Students will complete two analyses of school related cases with accompanying data; the final product for each case will be a psychoeducational report.
5. Students will complete an in-class, oral final examination.

The basis of this course is to provide competency training, therefore, graduate students will have the opportunity to achieve competency by revising activities to increase performance level. Students must achieve competency for each class activity. Students who fail to meet competency level will receive instruction toward addressing deficiencies or, if a student is unwilling or unable to meet competency, he/she will be counseled toward removal from the school psychology program.

**Grading:** Competency = A; Improvement Needed = I; Unable to reach competency = F

Note: Syllabus topics and dates may change as dictated by the needs of the students.

## Class Schedule and Topics

<u>Date</u>	<u>Topic</u>	<u>Readings</u>
Week 1	Overview of course; Introduction to behavior therapy and the problem-solving process	M 1; BK 1; SK 1
Week 2	Legal and ethical issues in behavioral assessment; Report writing; functional assessment <b>Team formation 1st part of class</b>	M 16; SK 4
Week 3	Classical and operant conditioning	M 8,11,12,13,14; BK 3
Week 4	Reinforcement procedures	M 4,7,10,24; BK 4
Week 5	Reductive procedures	M 5,6,9,20,21,22,25,26
Week 6	Cognitive-behavioral procedures	M 27,28; K 1
Week 7	Interview methods	BK 2; SK 7, 9
Week 8	Observation and rating methods	M 2; BK 3; SK 2,3,5,6,8
Week 9	Treatment implementation	M 15; BK 5
Week 10	Treatment evaluation	M 3; BK 6,9
Week 11	Family involvement; Ecobehavioral assessment and intervention <b>First case analysis report due</b>	K 10; SK 10
Week 12	Behavior therapy for internalizing behaviors <b>Small group presentation</b>	K 5,6
Week 13	Behavior therapy for externalizing behaviors <b>Small group presentation</b>	K 2,3
Week 14	Behavior therapy for academic acquisition deficits <b>Small group presentation</b>	K 8,9
Week 15	Behavior therapy for academic performance deficits <b>Small group presentation</b>	
Week 16	Remaining issues <b>Second case analysis report due</b>	

## Selected Bibliography

### Books/Articles

Busse, R.T., Kratochwill, T.R., & Elliott, S.N. (1995). Meta-analysis for single-case consultation outcomes. Journal of School Psychology, 33, 269-285.

Elliott, S.N., Busse, R.T., & Shapiro, E.S. (1999). Intervention techniques for academic performance problems. In Reynolds, C.R., & Gutkin, T.B. (Eds.). Handbook of school psychology (3rd ed.). New York: Wiley.

Feindler, E.L., & Ecton, R.B. (1986). Adolescent anger control: Cognitive-behavioral techniques. New York: Pergamon.

Kanfer, F.H., & Goldstein, A.P. Helping people change. New York: Pergamon.

Kendall, P.C., & Braswell, L. (1993). Cognitive behavioral therapy for impulsive children. New York: Guilford.

Kratochwill, T.R., & Bergan, J.R. (1990). Behavioral consultation in applied settings. New York: Plenum.

Kratochwill, T.R., & Levin, J.R. (1992). Single-case research design and analysis: New directions for psychology and education. Hillsdale, NJ: Erlbaum.

Reynolds, C.R., & Gutkin, T.B. (Eds.) (1999). Handbook of school psychology (3rd ed.). New York: Wiley.

Selekman, M.D. (1997). Solution-focused therapy with children. New York: Guilford.

Shapiro, E.S., & Kratochwill, T.R. (Eds.) (in press). Conceptual and research bases of behavioral assessment in schools. New York: Guilford.

Stark, K. (1990). Childhood depression: School based intervention. New York: Guilford.

Thomas, A., & Grimes, J. (Eds.) (1995). Best practices in school psychology (3rd ed.). Washington, DC: NASP.

### Journals

Behavior Modification

Journal of Applied Behavior Analysis

Journal of School Psychology

Psychology in the Schools

Remedial and Special Education

School Psychology Quarterly

School Psychology Review

CURRICULUM PROPOSAL FORM #6  
UNIVERSITY OF WISCONSIN-WHITEWATER

**OTHER CURRICULAR ACTION**

Description of Action: Currency of Bulletin

Sponsor(s): Randy T. Busse

Department(s): Psychology

College(s): Letters and Science

Effective Term: Spring, 2000

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*Attach the proposal*

### **Other Curricular Action: Currency of Bulletin**

Psychology 840-768 "Clinical Applications of Behavior Therapy" is a graduate level course that has not been offered in the Psychology Department for four years. The course is being substantively revised to meet current national training standards and will be a required course in the School Psychology Graduate Program. Therefore, 840-768 must remain in the bulletin as an offered course.