

SPD 637 - Summer I, 2008
Behavior Change and System Support

SPD 637 is a required course for the Master's Degree in Special Education.

College of Education

Department of Language, Literacy, and Special Populations

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12:00 - 1:50

University Center

Online via Blackboard

Summer Office Hours:

MONDAY - FRIDAY	10:00 - 10:30, 3:30 - 4:30 On campus...After or before class at the UTC by appointment
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TEXT(S)/Readings:

Umbreit, J., Ferro, J., Liaupsin, C. J., & Lane, K. L. (2007). *Functional Behavioral Assessment and Function-based Intervention: An Effective, Practical Approach*. Upper Saddle River, NJ: Pearson Education, Inc.

Crone, D. A.. & Horner, R. H. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*. New York: Guilford Press.

See Course Readings List Provided for Research Purposes.

COURSE DESCRIPTION (Catalog):

This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent response.

Behavior Analytic methods and curriculum for the education of children with disabilities will be emphasized. Ethics for behavioral intervention will be presented.

Standards Matrix:

SPD 637 OBJECTIVES/LEARNNG OUTCOMES	CLASS ACTIVITIES	PERFORMANCE ASSESSMENT	STANDARDS- TEXAS: EC-12 EXCET/TE _x ES CEC/NCATE COMMON CORE (CC) & INDIVIDUALIZED GENERAL CURRICULUM (GC) and Special Education Diagnosticians (ED) <i>Conceptual Framework(CF) #</i>
(1) Ability to describe major principles of classroom management from behavioral and ecological/systems theories- including mental health and correctional, and community-based perspectives.	Text Chapters 1, 2, 12 Presentations and discussion Case Behavior Change Report Power Point presentation on Behavioral theory and principles	EXAM 1 & 2 Performance Rubric Performance Rubric	TE _x ES: 1.1K, 1.2K, 6.1K, 7.2K., 7.3K, 7.6K GC1K1 GC1K2 GC1K9 CC5K2 GC5S1 GC5S3 <i>CF1</i>
(2) Ability to cite major characteristics of students requiring teacher management and awareness, including multicultural concerns and issues.	Text Chapters 14 - 16 In-class presentations Case Behavior Change Report Group Focus Questions	EXAMS 1 & 2 Performance Rubric Performance Rubric	TE _x ES: 4.1K, 4.3K, 4.7K, 4.9K, 4.2S GC1K2 CC2K2 GC2K4 GC2K5 CC3K1 CC3K2 GC3S1 CC6K1 CC6K2 CC5K10

			ED2K2 <i>CF1</i>
(3) Ability to utilize behavioral observation techniques in order to link assessment with instruction and employ charting/graphing procedures for record-keeping.	Text Chapters 4, 9 Simulations on informal assessment Case Behavior Change Report Crone & Horner Chapter 5 In-class presentations and discussion	EXAM 1 Performance Rubric Performance Rubric	TE _x ES: 5.7K, 5.8K, 5.2S, 5.10S, 6.13S CC8S5 CC8S10 GC8S5 CC7S13 ED8S5 <i>CF2, 4</i>
(4) Ability to utilize a variety of informal and functional assessment techniques for planning function-based interventions as well as academic and literacy-based interventions.	Text Chapters 4, 9, 14 - 16 Crone & Horner Chapter 5 Simulations on informal assessment Case Behavior Change Report Functional Assessment Activity Online/In-class presentations and discussion	EXAM 2 Performance Rubric Performance Rubric Performance Rubric	TE _x ES: 5.1K, 5.7K, 5.2S, 5.5S, 5.9S, 5.11S, 5.12S, 7.12K, 10.3K, 11.10S CC7S4 CC8K1 CC8S2 CC8S8 GC8S1 GC8S5 ED8S9 <i>CF4</i>
(5) Ability to conduct research-based behavior management programs involving (a) increasing student motivation and self-control; (b) the increasing of socially appropriate behavior; and (c) the decreasing of challenging and	Text Chapters 6 - 8, 14 - 16 Selected videos Small group Case studies Case Behavior Change Report	EXAMS 1 & 2 Performance Rubric	TE _x ES: 6.3K, 7.9K, 7.10K, 7.2S, 7.8S GC1K9 GC3S1 CC4K4 GC4S1 CC4S2 GC4S9 CC5K5 CC5K6 CC5S5 CC5S10

<p>inappropriate student behaviors. Strategies include problem-solving, pre-referral interventions, crisis management, and conflict resolution.</p>	<p>Online/In-class presentations and discussion</p> <p>Power Point presentation on Aspects of Punishment</p>	<p>Performance Rubric</p>	<p>CC5S11</p>
<p>(6) Ability to cite major intrinsic, extrinsic, ecological/setting events, and classroom factors, including teacher behaviors, impacting on student behavior</p>	<p>Text Chapters 1, 3, 12</p> <p>In-class presentation and discussions</p> <p>Crone & Horner Chapter 6</p> <p>Case Behavior Change Report</p> <p>Group case studies</p>	<p>EXAMS 1 & 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p>	<p>TE_xES: 5.11S, 6.2K, 7.1K, 7.4S, 10.4K</p> <p>CC1K1 CC2K2 GC2K1 CC2K4 GC3S1 CC5K4 CC5S2 CC7S14</p> <p>CF1</p>
<p>(7) Ability to utilize antecedent interventions designed to prevent, minimize, anticipate, or pre-correct undesired, inappropriate, and antisocial student behavior.</p>	<p>Text Chapters 7, 15</p> <p>Online/In-class presentation and discussion</p> <p>Case Behavior Change Report</p> <p>Small group case studies</p> <p>Blackboard Posted Lecture</p>	<p>EXAM 2</p> <p>Performance Rubric</p> <p>Performance Rubric</p>	<p>TE_xES: 6.1S, 6.5S, 6.8S, 7.1S</p> <p>GC3S1 CC5K8 CC5S4 CC5S5 CC5S6 CC5S12 CC5S16 CC7S7</p>
<p>(8) Ability to utilize specific methods, involving consultation and collaborative planning, for facilitating maintenance and transfer of behavior</p>	<p>Text Chapters 11, 12</p> <p>Crone & Horner text</p> <p>In-class presentation and</p>	<p>EXAM 2</p> <p>Performance Rubric</p>	<p>TE_xES: 7.8K, 9.2K, 9.6K, 10.7S</p> <p>GC3S1 CC4S4 CC10K1 CC10K1</p>

change, including the provision of modifications and positive behavioral supports in transitional programs.	discussion Power Point presentation on Maintenance and Generalization		GC10K4 CC10S7 CC10S9 GC10S4 CF3, 5
(9) Ability to utilize specific instructional methods for fostering self-management skills, internal attributions, self-determination, and ownership with students.	Blackboard Posted Lecture Selected videos Small group Case studies Case Behavior Change Report Online In-class presentations and discussion Power Point presentation on Cognitive-Behavioral Interventions	EXAM 2 Performance Rubric Performance Rubric	TExES: 6.7S, 6.10S, 7.6S, 9.4S, 10.8S CC4S2 CC4S4 CC4S5 CC5S4 CC5S8 GC5S4
(10) Ability to select appropriate curricula and utilize instructional procedures, including direct instruction in replacement behaviors, designed to facilitate students' social competence and performance with peers, teachers, parents, authority figures.	Text Chapters 6, 12, 14 Selected videos Group Case studies Case Behavior Change Report Online/In-class presentations and discussion	EXAMS 1 & 2 Performance Rubric Performance Rubric	TExES: 6.5K, 7.8K, 7.9K, 7.5S CC5S2 CC5S9 CC5K5 CC7K2 CF1
(11) Ability to conduct		EXAMS 1 & 2	TExES: 10.2S, 10.4S,

efficient and effective, challenging, research-based academic and literacy instruction as primary means of classroom management.	Small group Case studies Case Behavior Change Report In-class presentations and discussion	Performance Rubric Performance Rubric	11.4K, 11.7K CC5K3 GC4S1 GC4S2 GC4S3 GC4S4 GC4S5 GC4S67 GC4S7
(12) Ability to utilize techniques of effective communication to facilitate parent involvement in special education programs	Text Chapter 3 Crone & Horner text Online simulations on informal assessment Functional Assessment Project In-class presentation and discussion	EXAM 2 Performance Rubric Performance Rubric Performance Rubric	TE _x ES: 3.1K, 3.2K, 3.3K, 3.6K, 3.2S, 3.3S, 3.6S CC10K1 GC10K1 CC10S3 CC10S2 CC10S10 CF3
(13) Ability to communicate educational information to parents regarding due process rights/procedural safeguards and specific home-based strategies for behavior management and for promoting the academic and literacy growth of their student with special needs.	Text Chapters 2 - 5 Review of current State and IDEA policies/legalities regarding restraint, seclusion, expulsion, suspension Case Behavior Change Report In-class presentation and discussion	EXAM 2 Performance Rubric Performance Rubric	TE _x ES: 1.9K, 3.5S, 3.8S, 5.1S, 7.5K CC1K4 GC10K1 CC10S10 GC10S3 CC10S8 CC10K3 CF3
(14) Development of an	Text Chapters 1, 2,	EXAMS 1 & 2	TE _x ES: 7.4K, 10.4K

individual philosophy, personal theory, and set of ethical beliefs about behavior management programs and practices	3 Small Group Focus questions In-class presentation and discussion	Performance Rubric	CC1S1 CC9S1 CC9S2 CC9S3 CC9S11 CF1
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Course objectives are aligned with state and national standards in the following table. State standards are taken from the State Board for Educator Certification (SBEC) - Twelve Knowledge and Skill Standards - for Special Education and are the basis for the TExES Certification Examination (www.sbec.state.tx.us). For National Standards, The Council for Exceptional Children (CEC) provides the following : “ *CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculum*” and the “*CEC Knowledge and Skill Base for Special Education Diagnosticians*” (www.cec.sped.org).

The Conceptual Framework for the SHSU College of Education states the strategic goals of the College of Education. The Conceptual Framework is built around the stated mission of “*Enhancing The Future Through Educator Preparation.*” The five indicators are as follows: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), Effective Field Experience with Diverse learners (CF5).

Course Format:

Face-to Face Classes. Class meetings and preparation are directed toward applied knowledge and competencies, as reflected in the professional standards matrix. The integration of information and practices from several sources will be the primary goal: PowerPoint presentations, class discussions, handouts, on-line lectures, in-class simulations, projects. Again, the use of take-home exams makes further class time available.

Online Classes in Blackboard. One variation in the arrangement is the use of online lectures posted in Blackboard. Class will not meet on these days. These lectures will typically be a mix of principles and examples of evidence-based behavioral strategies and interventions, Often, expect that an applied exercise (a vignette) will be part of these. Please understand that these posted lectures represent further elaboration and description of critical course outcomes. See the course outline for these online days.

In the IDEA course evaluation system, this course will be directed toward:

Essential:

2. Learning fundamental principles, generalizations, or theories.

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:

1. Gaining factual knowledge (terminology, classifications, methods, trends).

Course Content:

THE PRINCIPLES AND PRACTICES OF FUNCTIONAL BEHAVIORAL ASSESSMENT AND THE DESIGN AND IMPLEMENTATION OF FUNCTION-BASED INTERVENTIONS ARE EMPHASIZED. PROFESSIONAL LEADERSHIP IN TEACHING, DIAGNOSTIC, AND ADMINISTRATIVE ROLES ALL PLAY INTO THE BEHAVIORAL AND SOCIAL ARENA OF STUDENTS. REFER FREQUENTLY TO THE COURSE OBJECTIVES IN THE “STANDARDS MATRIX” AS WELL AS TO THE FOLLOWING COURSE QUESTIONS. THE ULTIMATE GOAL OF THE BEHAVIORAL SYSTEMS AND STRATEGIES BEING PRESENTED IS FOR STUDENTS TO EXPERIENCE GREATER DEGREES OF SOCIAL AND ACADEMIC SUCCESS. AN EMPIRICAL STANCE SURROUNDING ASSESSMENT AND BEHAVIORAL INTERVENTION STRATEGIES WILL BE PRESENTED.

Expectations:

Since the course contains several online classes, please be forthright with the instructor about how well such a format fits your professional needs. Class time should be devoted to dealing with applied logistics and concerns about the methods and intervention strategies being advocated. It is appropriate that we state openly how well the evidence-based practices being presented are viewed in actual districts. Criteria such as cost-effectiveness, resource allocation, and feasibility are proper considerations. You will see that the factor of *Treatment Fidelity* receives great attention in the course. Check your SAMMAIL and Blackboard’s “Announcements” section daily.

COURSE REQUIREMENTS AND EVALUATION:

(1) Two Exams (130 Points each = 260 points)

These will be take home exams, allowing us to maximize the available class time. Please see the dates these are given out and will be due back. Objective and short discussion type. Emphasis is on applied knowledge and rationale for interventions. Lecture, texts, in-class reports are all *live* for exam material. Exams cover one body of material. Final not comprehensive.

(2) **Class Attendance and participation. (50 Points)** Absences past the allowed 3 hours (University Policy) - - ONE day in class -- result in a 12 point/absence reduction. More than two and we should talk. More than four and a grade reduction will be made. Since much of the course is delivered online, please endeavor to attend all scheduled on-campus class meetings.

(3) **Case Study Behavior Change Report. [DUE 6/23/08]**

Think about a student who you would consider representative of those who are well-known for exhibiting forms of challenging behavior. Create a profile of this student and describe how they engage in one or more forms of greater than average challenging behavior. Select a type of challenging behavior or individual need which manifests itself significantly in yours or other teachers' classroom, school, or district (or is everything just so ducky that no such needs exist?). This may be public school regular or special education student – *again, real or imagined*, an individual from the neighborhood, your child, your friend, your spouse, yourself, etc. Challenging behavior may range from actual physical aggression to simple annoyances such as speaking too loud or too long.

Functional Behavior Assessment processes and procedures should encompass the next portion of your project. After describing the student, cite specific assessment strategies for informally monitor aspects of participation, on-task behavior, social interaction, strategic learning, persistence, organizational skills, coping with circumstances, etc. Pinpoint an academic, classroom, or social behavior (a socially valid one) which is in need of change. Collect data (dummy) and decide on an intervention program. Measure growth or progress over time. Use the assessment methods (Scatter plots, FAInterview, MAS, etc.) from class and texts to get a picture of the nature and purpose of the behavior or behaviors.

Prepare a **4 - 5 page** (typed, dbl. spaced, APA format) narrative on assessment and intervention strategies or guidelines for meeting the need or changing the problem behavior of your hypothetical student. Focus on a variety of methods and strategies for effectively dealing with these behaviors or attitudes. You should describe the important aspects and parameters of the problem briefly at the outset in concrete terms including: practical definition of the student's problem behaviors, the demands the problem makes on teachers, and several solutions for helping teachers manage this student's problems. View the assignment as if you were constructing a guide for teachers (**AGAIN, IN YOUR SCHOOL OR DISTRICT**). Make your solutions practical, workable, and feasible for typical school situations. Give enough detail so that someone could begin a behavior management program based on your methods. Try to describe a range of alternative approaches, not limited to only those we cover in class. Strive to include teacher and learner-directed (self-management, etc.) methods as well as ways to prevent or minimize the occurrence of such behaviors. Cite at least **three sources** from your research and provide a reference list at the end

We will discuss these in class such that you should also be prepared to present specific steps in an **action plan** for implementing your solutions...this should include identifying specific obstacles and barriers to the implementation of the plan. Finally, how does the teacher maintain a centered existence as these problems present themselves? *Provide a one page summary handout for each class member.* Consider any of the specific behavior challenges (Aggression, tantrums, hyperactivity, etc.) or multicultural differences (Asian, Hispanic, etc.). **(90 Points)**

Rubric at the end of syllabus. Include when you turn in the report.

- (4) **Individual Oral or Posted Report** on selected aspect of behavior management. The list of topical readings contains articles which are mainly practical and procedural. Select from the **Readings List** a topical area which interests or intrigues you. I have many – but not all of these- articles and will share them. Still, upon choosing your topical area, begin to explore other professional sources of information, online and professional literature. Identify some of the resources (at least three) and articles to read as a unit. Prepare an oral presentation to the class. We can also do some of these as a two-person presentation since many of the topics have a wide selection of readings to choose from. ***We will schedule these throughout the term during on-campus meeting days, seeking to loosely pair up report topics with those we will be covering in the course sequence.***
- (a) 15 – 20 minutes or so in length or 25 minutes for a pairs presentation.
 - (b) Synthesize the articles or present the thrust of each in a sequence. If you choose to use a Power Point presentation, try to walk through them with a strong running narrative and commentary, but don't just read the slides.
 - (c) Provide a 1 - 2 page handout for the class which assists the class in following along as well as summarizing and providing a hard copy of the essential aspects.
 - (d) Solicit questions and feedback from the audience.
- (60 Points)**

Rubric at the end of syllabus. Give back to me at the start of your presentation.

- (5) **Legalities and Ethical Behavior Project (40 Points).** [Due 6/25/08] State and National legal requirements govern much of the policies and procedures which are followed in special education programs. Foremost among these are those which apply to discipline , placements, assessment/evaluation, and service delivery. Choose a topic which you would like to explore as far as an ethical/legal domain which dictates policies and professional roles. **Prepare a 2 – 3 page paper on a specific topic** – let me know right away so that we can “spread” the topics out – which:

- (a) defines the domain (manifestation determination, use of time out, ethics in assessment, etc.) and the types of situations and circumstances to which it applies.
- (b) cites specific legal and ethical policy requirements and the sources (NCLB, IDIEA, TEA,...). If there are specific court cases or litigation which have impacted these policies, a brief description is in order.
- (c) contains a short hypothetical situation which would fall within the purview of such legal/ethical guidelines. Make this a school-based situation involving actual students and educators (1-2 paragraphs). Try to create a situation which defines a legal/ethical dilemma for educators.
- (d) captures the results of brief interviews with educators and non-educators about this legal policy. Interview **ten individuals** – teachers, administrators, parents, community folks, etc. – and put the short situation to them from part (c) above. Explore how they think it should work or be handled by the educators. Collate your findings according to how much agreement (or differing views) you encountered among the ten people.

GRADE SCALE:

450-500=A
 405-449=B
 360-404=C
 359 and below = F

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENT WITH A DISABILITY POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically

related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Bibliography:

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- Barbetta, P. M. Norona, K. L., & Bicard, D. F. (2005). Classroom behavior management: A dozen common mistakes and what to do instead. *Preventing School Failure, 49*(30), 11 – 19.
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- Jones, M. (2006). Teaching self-determination: Empowered teachers, empowered students. *Teaching Exceptional Children, 39*(1), 12 – 17.
- Kauffman, J. M., Mostert, M. P. Trent, S. C., & Pullen, P. L. (2006). *Managing classroom behavior: A reflective case-based approach*. (Fourth Edition). Boston: Pearson.
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- Mitchem, K. J. & Young, K. R. (2001). Adapting self-management programs for class-wide use. *Remedial and Special Education, 22*(2), 75 – 88.
- Ogletree, B. T., Howell, A., & Carpenter, D. (2005). A procedure for socially valid goal setting. *Intervention in School and Clinic, 41*(2), 76 – 81.
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- Overton, T. (2004). Promoting academic success through environmental assessment. *Intervention in School and Clinic, 39*(3), 147 – 153.
- Scott, T. M., Payne, L. D., & Jolivet, K. (2003). Preventing problem behaviors by using positive behavior support. *Beyond Behavior, 13*(1), 3 – 7.
- Shippen, M. E., Simpson, R., & Crites, S. A. (2003). A practical guide to functional behavioral assessment. *Teaching Exceptional Children, 35*(5), 36 – 44.

- Sutherland, K. S., McMaster, K. L., & Marshall, J. (2003). Maximizing the benefits of cooperative learning for students with learning and/or behavior problems. *Beyond Behavior, 13*(1), 12 – 16.
- Wagner, M., Friend, M., Bursuck, W. D., Kutash, K., Duchnowski, A. J., Sumi, W. C., & Epstein, M. H. (2006). Educating students with emotional disturbances: A national perspective on school programs and services. *Journal of Emotional and Behavioral Disorders, 14*(1), 12 – 30.
- Wheeler, J.J. & Richey, D. D. (2005). ***Behavior Management: Principles and Practices of Positive Behavior Supports***. Upper Saddle River, NJ: Merrill Prentice Hall
- Walker, H. M. & Sprague, J. R. (1999). The path to school failure, delinquency, and violence: Causal factors and some potential solutions. *Intervention in School and Clinic, 35*(2), 67 – 73.

COURSE SCHEDULE:

- 6/3 Course Overview & Schema
 Explaining Behavior
 Behavioral Therapy and Operant Approaches
 Premises & Assumptions of Behavioral Approaches
 Reservations and Concerns
- 6/4 **ONLINE CLASS – Find Lecture on Blackboard in COURSE DOCUMENTS**
 Big Picture Thoughts
PowerPoint on Big Ideas
 Issues of Dependency, Control, Bribery...
 Overviewing Theoretical Models
 Fostering Self-determination and Choice-making
 Building Positive Behavioral Supports
 Chapter 1
- 6/5 **ONLINE CLASS – Blackboard Posting**
 Considering Culture, Background, risk Factors
 Antecedents & Consequences
 Reinforcement
 Classical and Operant learning
 Positive/Negative reinforcement
 Levels of Intrusion/Restrictiveness
 Increasing Behavior/Token systems

Reinforcement Systems/Schedules
Chapter 2

Chapter 1: Crone & Horner

IDEA Requirements on
Introducing FBA
Positive Behavior Support

- 6/6 Promoting Ownership
Token Economies
Too much extrinsic?
Chaining, Shaping, & Contracting
Glasser- *Control Theory*
Alfie Kohn - *Punished by Rewards*
Critical Transitions
Thinning & Satiation
Applications of Reinforcement, Contracting, CBM, etc.
Functional Assessment Interviews
Chapter 3

- 6/9 Direct Observation, A-B-C Analysis
Compliance and Student Responsibility
Impulsivity, inattention, hyperactivity
Resistance and Power Struggles
What are your beliefs about students' challenging behavior?
SSB/SIB
Depression, social withdrawal
Identifying Early Signs – *First Steps – Hill Walker*
Chapter 4

- 6/10 Functional Behavioral Assessment
Functional Assessment Procedures
Setting events
Identifying the Function and Context for Behavior
Functional Assessment-concepts & approaches
Function Matrix
–*The Competing Behavior Model*
Chapter 5

6/11 Single Subject Research Designs
A-B, A-B-A, Alternating Treatments, etc.
Multiple baselines
Classroom-based research Setting Goals and Writing Objectives
Summary Statements

Chapter 2: Crone & Horner

Functional View of behavior
Functional Assessment Procedures - Steps and Applications
Statements and Hypotheses...

6/12 Social Problem Solving
Replacement Behaviors
Self-Control Components
Anger Control
Intervention Method 1
Chapter 6
EXAM 1 Given Out/Posted

Chapter 3: Crone & Horner

Forms and case studies-Illustrating the process of FBA
FA Methods- Interviews, Observations, Environmental Manipulations, MAS, etc.
testable hypothesis”

6/13 **ONLINE CLASS – Blackboard Posting**
Concept of Stimulus Control, Structuring the Antecedent Conditions
Correction, Over-correction and Pre-correction
Prevention, Proactivity
Antecedent strategies - Tolerance for Delay, High Probability
Response Sequence, etc.
Method 2
Chapter 7

Chapter 4 – Crone & Horner

Behavior pathways concept
Competing Behavior model
Behavior Support Plans - *contextual fit*

6/16 Assessing academic functioning
Curriculum-based assessment
Error analysis/Academic probes

Portfolios, Running Records, Anecdotal Logs
Learner Responsibility VS. Learned Helplessness
Perspectives on School Failure
Attitudes and Attributions

EXAM #1 Due

- 6/17 Academic Management/Consultative Aspects
Collaboration and Interdisciplinary Cooperation
Co-Teaching, Teaming, Planning
Constructivism, Meaning-based Instruction
Prescriptive Teaching, Instructional Scaffolding
Chapter 8

Crone & Horner CHAPTER 5

Evaluating the Plan
Using data to Assess Effectiveness

- 6/18 Data collection
Quantifying Behavior, Informal Assessment Techniques
Frequency, Interval, Duration, Time Sampling
Permanent products
Reliability – Observer Drift, etc.
Charting & Graphing Conventions
Baseline/Intervention phases
Data trends
Behavior dimensions – Frequency, duration, rate, ...
Feasibility of Observational Measurement

- 6/19 Formal Behavioral Assessment Techniques
Steps in Intervention Planning
Issues in Assessment of Special Needs Students
Systematic Screening
Sociometrics
Behavioral Templates
Rating Scales, Checklists, Interviews...
Ranking and prioritizing behavior needs
Chapter 9

Crone & Horner CHAPTER 6

Core & Action Team Dynamics

- Meetings and roles of members
- 6/20 **ONLINE CLASS – Blackboard Posting**
 Self-management
 Self-Determination
 Self-Regulation
 Promoting self-advocacy Self-Management of Behavior
 Self-Monitoring
 Self-Regulation, Determination
 Self-Instruction & Verbal Mediation
 Cognitive Behavior Modification
- 6/23 Being a Reflective Practitioner
 Specific Behavior Challenges
 Classroom disruptions
 Aggression, Disruption, Tantrums, Impulsivity, Stereotypic
 Testing the Intervention
Chapter 10
 School-wide Behavioral Management
 School Safety and Violence Issues
 Conflict resolution
 Rules and Limits
 Group contingencies – Interdependent, etc.
 School-Wide & class-wide systems
 The BIP
 Chapter 11
Case Study BEHAVIOR CHANGE REPORT DUE 6/23
EXAM 2 Given Out/Posted
- Crone & Horner CHAPTER 7**
 Meetings and logistics – Time limits
 Partnership Agreements
 Follow- Up surveys
 Satisfaction level with Behavior Support programs?
- 6/24 Decreasing Behavior/Coping with Noncompliance
 Least restrictive, socially acceptable option
 Differential Reinforcement (DRO, DRI, DRL)
 Punishment & Corporal Punishment
 Restraint

Decision Model for Degree of Intrusiveness
Extinction, Time Out, Response Cost, Overcorrection
Differential Reinforcement Techniques
Crisis Management
Surface Behavior Management –Proximity control, etc.
Positive Behavior supports

Crone & Horner CHAPTER 8

Increasing within-building capacity
Use of outside consultants

6/25 Legal Considerations

Legal Aspects concerning discipline and students with special needs
Due process protections
Suspension, expulsion
Manifestation Determination
IDEA '97, 2004
School-wide policies
Ethical concerns
Considering Behavior reduction strategies
Present Legal Aspects from Individual Projects
Legalities Paper due 6/25

6/26 Online Class – Blackboard Posting

Generalization and Maintenance of Behavior Change
Promoting Generalization – Sequential Modification, Sufficient
Exemplars, etc.
Chapters 12 – 13

6/27 Assessing Social & Pragmatic Language Skills

Social Skills Instruction - Modeling, Coaching, Feedback
Commercial Social Skills Training Programs
Alternatives to Misbehavior
Concept of Social Competence
Identifying Pro-social behaviors
 Inappropriate, Challenging, & Undesirable Behavior
Modeling and Prompting - Guidance, Fading,...
The Entire Process – Three methods
Professional Collaboration
Team-based Decisions

Chapters 14 – 16
Exam 2 DUE

6/30 PARENT/Family INVOLVEMENT

What parents expect
Family Systems View
Building home supports
Parent Attitudes, Needs, Strengths
Conferencing Dynamics
Stress Management & Avoiding Burn-out
Cronin, Slade, Bechtel, Anderson - "*Partnerships*"
The Importance of Communication
Fostering Parent Involvement
Home Management and Literacy
Parent Involvement Resources

7/1 Parent/Family Involvement
Course Summary

SPD 637 ORAL PRESENTATIONS - Summer I, 2008 (60 Points)

Date _____ PRESENTER(S) _____ TOPIC _____

Article Titles/Authors _____

“CEC Knowledge and Skill Base for Special Education – Individualized General Curriculum/
Diagnosticians”

CEC Standards	Indicator	1 - 3	4 - 7	8 - 10	
GC1K2 CC4S2 GC4S9 CC5K2 CC5S10 CC5S11	Content of Presentation	Inadequate: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	Adequate: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	Strong: Essentials of TOPIC Modeled /Demonstrated/ Explained Information/ Method or Strategies Knowledge of Topic/Views of Authors	
	Quality of Handout	>1 Page - Points, Aspects of Articles Unclear, Ambiguous	1 Page – Some Important Points, Aspects of Articles	1 - 2 Pages-Important Points, Aspects of Articles	
GC1K9 GC3S1 CC4S4 CC5S5 CC7S4	Importance to Instruction	Importance to Instruction not Emphasized-Lacking: Practical, Clear, Concise, Organized	Importance to Instruction Adequately Emphasized-Somewhat Practical, Clear, Concise, Organized	Importance to Instruction Emphasized -Practical, Clear, Concise, Organized	
	Evidence of Preparation /Organization	Unprepared and Disorganized	Adequately Prepared and organized	Well Prepared and Strongly organized	
	Presentation Dynamics	Doesn't: Adapt to Listeners/Stick to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,...	Somewhat: Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing, demonstrating,...	Strongly: Adapts to Listeners/Sticks to Topics/Assists audience through organizational aids such as announcing topic, previewing,	

				demonstrating,...	
CC9S3 CC9S9 CC9S11	Individual Critique	Little Critique of Instructional Implications Feasible? Do-oable? ...Impersonal	Adequate Critique of Instructional Implications Feasible? Do-oable? ...Impersonal	Strong Critique of Instructional Implications Feasible? Do-oable? Thoughtful...Personal, vivid	
				Total = 60	

1 = Evidence exists; Presentation affected by unsatisfactory performance in this area

2- 3= Evidence meets minimal expectations; Presentation effective but audience understanding achieved at only surface level due to performance in this area

4-7= Evidence meets expectations; Presentation effective; audience understanding achieved due to performance in this area

8-10 = Evidence exceeds expectations; Presentation very effective; high level of audience understanding achieved due to performance in this area

COMMENTS:

Scoring Rubric – CASE STUDY/Behavior Change Assignment

CEC Standards	Indicator	20 points	10 points	5 points	Score
3:ED3K1, ICC3K1, ICC3K2, ICC3K4, CGC3K1	Background and Prior History	Candidate provides detailed information on student's academic background and prior history of behavioral issues and concerns	Candidate provides minimal information on student's academic background and prior history of behavioral issues.	Candidate omits information on student's academic background and prior history of behavioral issues.	
		10 points	5 points	1 point	
3 & 5: ED3K1, ICC3K1, ICC3K2, ICC3K4, CGC3K1, ICC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5S1, ICC5S3, ICC5S5, ICC5S10, ICC5S11	Identification of Antecedent/ Environmental Obstacles Defined	Candidate clearly identifies target behavior, provides rationale for choice, and defines Environmental Obstacles.	Candidate is able to meet one only two of the three indicators for this element as defined in 10 point range.	Candidate is able to meet only one of the three elements identified in 10 point range.	
8: ED8S5, ED8S9, ED8S4, ICC8S1, ICC8S2, ICC8S, ICC8S10, GC8S1	Identify a Target Behavior (classroom, behavioral, social)	Candidate clearly identifies target behavior and provides rationale for choice	Candidate identifies target behavior but is unable to provide rationale for choice	Candidate attempts to identify the target behavior and cannot give a rationale for choice	

8: ED8S5,ED8S9 ED8S4,ICC8S1, ICC8S2, ICC8S, ICC8S10, GC8S1	Collect Data for FBA	Candidate implements the intervention plan and collects and records the data for analysis	Candidate implements the intervention plan but is unable to independently collect and record the data for analysis.	Candidate cannot independently implement the intervention plan, collect and record the data for analysis; however, an attempt is made.	
8: ED8S5,ED8S9 ED8S4,ICC8S1, ICC8S2, ICC8S, ICC8S10, GC8S1	Analysis of Data Findings	Candidate utilizes the data but is not attempt to analyze it.	Candidate collects the data, but is unable to independently analyze the data.	Candidate cannot independently implement analyze the data; however an attempt is made.	
3,5,8: ED3K1, ICC3K1, ICC3K2, ICC3K4, CGC3K1,ICC5K1, ICC5K2, ICC5K3 ICC5K4, ICC5S1 ICC5S3 ,ICC5S5 ICC5S10,ICC5S1 ED8S5,ED8S9, ED8S4,ICC8S1 ICC8S2,ICC8S5 ICC8S10,GC8S1	Develop Intervention Plan Citing Specific Intervention Strategies/ Evaluate Outcomes of Intervention Plan	Candidate evaluates the effectiveness of the intervention plan using recorded data and can make further behavioral recommendations	Candidate cannot independently evaluate the effectiveness of the intervention plan using recorded data or make further behavioral recommendations	Candidate cannot evaluate the effectiveness of the intervention plan using recorded data, and therefore cannot make any behavioral recommendations; however an attempt is made.	
	Sources Cited Relating to FBA Process	Three or more excellent references listed and cited in study.	Two references listed/Cited or references listed but not cited in study.	1 reference listed/ cited relating to FBA process	
	Organization and Presentations of FBA	Well organized, sections well sequenced, no mechanical errors.	Sections sequenced with few mechanical errors.	Sections poorly sequenced with several mechanical errors.	
Total Points _____/90					

COMMENTS:

Scoring Guide for Behavior Intervention Plan

Component	CEC Standards	Possible Points	Point Range	Interpretive Category
Background and Prior History	3 ED3K1, ICC3K1 ICC3K2, ICC3K4 CGC3K1	20	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Identification of Antecedent; Environmental Obstacles Defined	3,5 ED3K1, ICC3K1, ICC3K2, ICC3K4, CGC3K1, ICC5K1 ICC5K2, ICC5K3, ICC5K4, ICC5S1, ICC5S3, ICC5S5, ICC5S10, ICC5S1	10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Identify a Target Behavior (Classroom, Behavioral, Social)	8 ED8S5, ED8S9, ED8S4, ICC8S1, ICC8S2, ICC8S, ICC8S10, GC8S1	10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Collect Data used for FBA	8 ED8S5, ED8S9 ED8S4, ICC8S1 ICC8S2, ICC8S5 ICC8S10, GC8S1	10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Analysis of Data Findings	8 ED8S5, ED8S9 ED8S4, ICC8S1 ICC8S2, ICC8S5 ICC8S10, GC8S1	10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Develop Intervention Plan Citing Specific Intervention Strategies/Outcomes Assessed	3,5,8 ED3K1, ICC3K1, ICC3K2, ICC3K4, CGC3K1, ICC5K1, ICC5K2, ICC5K3 ICC5K4, ICC5S1 ICC5S3, ICC5S5 ICC5S10, ICC5S1 ED8S5, ED8S9, ED8S4, ICC8S1	10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met

	ICC8S2,ICC8S5 ICC8S10,GC8S1			
Sources Cited Relating to FBA Process		10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Organization and Presentation of FBA		10	9-10 8 0-7	Exceeds Expectations Mets Expectations Expectations Not Met
Total Score		90	81-90 72-80 0-70	Exceeds Expectations (90%) Mets Expectations (80%) Expectations Not Met (<80%)