

“Preparing Professionals for Changing Educational Contexts”

EDSP 453: Behavior Management Techniques for Students with Disabilities

Department of Educational and Clinical Studies
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	EDSP 453
II.	Title	Behavior Management Techniques for Students with Disabilities
III.	Credits	3 credits
IV.	Semester	
V.	Instructor	
VI.	Office Phone Email	
VII.	Class Location Time	
VIII.	Office Hours	

IX. PREREQUISITES: 10 credits in special education

X. COURSE DESCRIPTION

Principles of behavior management and social learning theory to aid parents and educators in identifying and improving the academic and social behavior of students with and without disabilities in school and home settings.

XI. STANDARDS

Standards Addressed: Council for Exceptional Children (CEC) Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	<p><u>CEC Standards</u></p> <p>Standard #1: Foundations Standard #4: Instructional Strategies Standard #5: Learning Environments and Social Interactions Standard #7: Instructional Planning Standard #9: Professional & Ethical Practices Standard #10: Collaboration</p> <p><u>INTASC Standards</u></p> <p>Standard #1: Learner Development Standard #2: Learning Differences Standard #3: Learning Environments Standard #4: Content Knowledge Standard #8: Instructional Strategies Standard #9: Professional Learning and Ethical Practice</p>
--	---

XII. KNOWLEDGE OBJECTIVES AND RELATED STANDARDS

Upon completion of this course, students will be able to meet the following objectives:

<p>Objective 1: Students will (a) describe a variety of behavioral data collection techniques, (b) choose an appropriate data collection technique to use for a specific behavior type, (c) collect targeted behavioral data, (d) critically analyze this data to determine the function of a behavior, and (e) discuss the results in a collaborative manner.</p> <p>CEC Standards Standard 5: Learning Environments and Social Interactions Standard 7: Instructional Planning Standard 10: Collaboration</p>	
ICC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
ICC7S4	Use functional assessments to develop intervention plans.
ICC7S5	Use task analysis.
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
<p>INTASC Standards Standard 3: Learning Environment Standard 8: Instructional Strategies Standard 9: Professional Learning and Ethical Practice</p>	
Performance	<p>3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.</p> <p>8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p>
Essential Knowledge	<p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p>
Critical Dispositions	<p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p>

<p>Objective 2: Students will discuss and critically analyze the impact of behavior on the educational outcomes of students with disabilities and the educational environment in public schools, and they will identify ways to appropriately support and teach behavior to students with disabilities.</p> <p>CEC Standards Standard 1: Foundations Standard 5: Learning Environments and Social Interactions</p>	
ICC1K1	Models, theories, philosophies, and research methods that form the basis for special education practice.
ICC5K1	Demands of learning environments.
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
<p>INTASC Standards Standard 1: Learner Development Standard 3: Learning Environment</p>	
Performance	<p>1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p>
Essential Knowledge	<p>1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p>
Critical Dispositions	<p>1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p>
<p>Objective 3: Students will discuss the legal requirements of completing a functional behavioral assessment and behavioral intervention plan, and they will write a functional behavioral assessment report and behavioral intervention plan for a targeted behavior to meet legal requirements.</p> <p>CEC Standards Standard 1: Foundations Standard 9: Professional and Ethical Practices</p>	
ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
ICC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
ICC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
<p>INTASC Standards Standard 1: Learner Development Standard 9: Professional Learning and Ethical Practice</p>	
Performance	1(b) The teacher creates developmentally appropriate instruction that takes into account

	<p>individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p> <p>9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>
Essential Knowledge	<p>1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.</p> <p>9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p>
Critical Dispositions	<p>1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>

Objective 4: Students will describe research-based strategies for teaching students appropriate social skills and cognitive behavior modification strategies, and they will select appropriate interventions to implement in the classroom environment.

CEC Standards

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 7: Instructional Planning

ICC4K1	Evidence-based practices validated for specific characteristics of learners and settings.
ICC5K5	Social skills needed for educational and other environments.
ICC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
ICC7S7	Integrate affective, social, and life skills with academic curricula.
<p>INTASC Standards</p> <p>Standard 3: Learning Environment</p> <p>Standard 4: Content Knowledge</p> <p>Standard 8: Instructional Strategies</p>	
Performance	<p>3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.</p> <p>4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p> <p>8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>
Essential Knowledge	<p>3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of</p>

	learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
Critical Dispositions	<p>3(p) The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

Objective 5: Students will analyze the need for positive behavioral supports in the school environment to support the learning of students with behavioral problems, and they will select strategies that can be implemented at the school, classroom, and individual level to appropriately change behaviors.

CEC Standards

Standard 1: Foundations

Standard 5: Learning Environments and Social Interactions

ICC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
ICC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
ICC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

INTASC Standards

Standard 1: Learner Development

Standard 3: Learning Environment

Performance	<p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p> <p>3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.</p>
Essential Knowledge	<p>1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.</p> <p>3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p>
Critical Dispositions	<p>1(j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p>

XIII. RESULTS

Course Objectives	Related CEC Standards	INTASC Standards Addressed	Measurement/Evaluation
Objective 1: Students will (a) describe a variety of behavioral data collection techniques, (b) choose an appropriate data collection technique to use for a specific behavior type, (c) collect targeted behavioral data, (d) critically analyze this data to determine the function of a behavior, and (e) discuss the results in a collaborative manner.	ICC5S6, ICC7S4, ICC7S5, ICC9S12	Standards 3, 8, and 9	Behavior Change Project Behavior Strategies Application Plan
Objective 2: Students will discuss and critically analyze the impact of behavior on the educational outcomes of students with disabilities and the educational environment in public schools, and they will identify ways to appropriately support and teach behavior to students with disabilities.	ICC1K1, ICC5K1, ICC5K2	Standards 1, 3	Behavior Strategies Application Plan Final
Objective 3: Students will discuss the legal requirements of completing a functional behavioral assessment and behavioral intervention plan, and they will write a functional behavioral assessment report and behavioral intervention plan for a targeted behavior to meet legal requirements.	ICC1K2, ICC1K4, ICC9S12	Standards 1, 9	Midterm Behavior Change Project
Objective 4: Students will describe research-based strategies for teaching students appropriate social skills and cognitive behavior modification strategies, and they will select appropriate interventions to implement in the classroom environment.	ICC4K1, ICC5K5, ICC5S11, ICC7S7	Standards 3, 4, 8	Behavior Change Project Behavior Strategies Application Plan Final
Objective 5: Students will analyze the need for positive behavioral supports in the school environment to support the learning of students with behavioral	ICC1K2, ICC5K2, ICC5K4	Standards 1, 3	Behavior Strategies Application Plan

problems, and they will select strategies that can be implemented at the school, classroom, and individual level to appropriately change behaviors.			
---	--	--	--

XIV. COURSE RESOURCES

Required Materials

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author

Zirpoli, T.J. (2012). Behavior management: Applications for teacher (6th ed.). Upper Saddle River, NJ: Prentice-Hall

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Alberto, P. A., & Troutman, A. C. (2006) Applied behavior analysis for teachers (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Algozzine, B., Daunic, A.P., Smith, S. W. (2010). Preventing problem behaviors (2nd ed.). Thousand Oaks, CA: Corwin.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2005). Classroom management for middle and high school teachers (7th ed.). Boston: Allyn & Bacon.

Evertson, C., Emmer, E. T., & Worsham, M. E. (2006). Classroom management for elementary teachers (7th ed.). Boston: Allyn & Bacon.

Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J., & Kleiln, P. (1998). Skillstreaming the adolescent: New strategies and perspectives for teaching prosocial skills. Champaign, IL: Research Press.

Jenson, W.R., Rhode, G., & Reavis, H.K. (1997). The tough kid tool box. Longmont, CO: Sopris West.

Kerr, M.M., & Nelson, C.M. (2006). Strategies for addressing behavior problems in the classroom (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Kauffman, J. M., Mostert, M. P., Trent, S. C., & Hallahan, D. P. (2006). Managing classroom behavior: A reflective case-based approach (4th ed.). Boston, MA: Allyn & Bacon.

McGinnis, E., & Goldstein, A.P. (1998). Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills. Champaign, IL: Research Press.

Smith, S. W. & Yell, M. L. (2013). A teacher's guide to preventing behavior problems in the elementary classroom. Upper Saddle River, NJ: Pearson Prentice Hall.

XVI. PERFORMANCE ASSESSMENTS

One of the assignments in this class, the Behavior Change Project, is a performance assessment. For this project, students will work directly with pupils (or adults or themselves) to apply knowledge and skills covered in the course.

XVII. SPECIAL NOTES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Library - Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Class Specific Information—

- a. **Required attendance and participation:** Students are expected to participate respectfully and actively in all class activities and discussions. All cell phones and electronic devices, with the exception of laptops for notetaking, should be turned off and out of sight during class. Laptops may not be used for other non-notetaking activities, such as surfing the web, updating Facebook, or emailing. If a student is found to be on the web during class, the result will be zero (0) participation points for that day.
- b. **Absences:** All examinations and assignments are due on the listed dates, unless changed by the instructor. There are no automatic make-up options on missed exams or class participation points. If any of these are missed, the result will be a zero (0) for that particular exam or class unless adequate documentation is provided (e.g., a doctor's note). If you know that you will be unable to attend a class, please notify me in advance through email or by phone. It will be your responsibility to obtain any missed material (e.g., lectures, notes).
- c. **Late assignments:** All assignments must be turned in on the indicated due date. For each day an assignment is late, it will be marked down by a half letter grade.

XVIII. GRADING POLICY

Points Earned	Percentage Score	Grade
512– 550	93% - 100%	A
495 – 511	90% - 92.9%	A-
484 – 494	88% - 89.9%	B+
457– 483	83% - 87.9%	B
440 – 456	80% - 82.9%	B-
429 – 439	78% - 79.9%	C+
401 – 428	73% - 77.9%	C
385 – 400	70% - 72.9%	C-
330 – 384	60% - 69.9%	D
0 – 329	0 – 59.9%	F

EDSP 453 Self-Monitoring Course Performance		
Assignment	Points Earned	Total Points Possible
A. Professionalism		100
B. IRIS Modules		30
C. Directed Questions		10
D. Behavior Change Project		150
E. Behavior Change Presentation		10
F. Behavior Strategies Application Plan		100
G. Midterm		75
H. Final		75
	Total points earned	550
	$\frac{\quad}{\text{Total points earned}} / \frac{550}{\text{Total points possible}} = \quad \% \text{ Grade}$	

XIX. ASSIGNMENTS

1. Attendance/Participation/Professionalism (100 points). Much of the value in the course lies in the class discussions, interactive lessons, and reflections. Therefore, it is important that students are in class on time and for the entire class period. Attendance and active participation are required. All assigned readings should be completed prior to class. Additional readings may be added at the discretion of the instructor.
 - a. Entry and exit slips: Students will complete an entry slip at the beginning of each class and an exit slip at the end. The purpose of these slips are to help students summarize and reflect on information they have learned in their readings and during class. Each entrance and exit slip is worth 2 points.
 - b. Participation and professionalism: Students are expected to conduct themselves professionally and respectfully during class and to be fully engaged in all activities and discussions. Points will be received for active participation and professional conduct.

2. IRIS Modules: (10 points x 3 = 30 points). Students are responsible for completing IRIS modules using the following website: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>. Students will complete the assessment section of each IRIS module. IRIS modules will be submitted on Blackboard with specific and complete answers to all questions making sure to include all required components of each question. Assignments must be typed (i.e., 12 point, Times New Roman, double-spaced) and follow APA 6th edition format including a title page, headings, and references (if applicable).
3. Lesson 9 Directed Questions (10 points). Students will complete Directed Questions for Lesson 9. All questions need to be fully answered, uploaded to Blackboard, and brought to class. Students should be ready to discuss their answers in class.
4. Behavior Change Project (150 points). Students are responsible for completing a behavior change project for a participant of their choice. The following sections and subsections must be addressed:
 - a. Introduction, Target Behavior, & Measurement
 - Description of participant(s). Include name(s), age(s) and characteristics relevant to target behavior(s)
 - Description of target behavior. Description should be written in measurable, observable terms.
 - Write a behavioral objective for the replacement behavior. Include the three elements of a good definition (i.e., conditions, behavior, criterion).
 - Description of measurement procedure and data collection. How did you monitor your progress towards your goal (e.g., frequency, duration, etc.)? Where, when, and how did you record your data?
 - b. Procedures
 - Description of Baseline Conditions. Describe the context in which baseline data collection occurred, as well as environmental variables present or not present.
 - Description of the intervention(s). The description of the intervention should describe how it was related to a basic principle of behavior and should be described in enough detail that a reader could implement it. If the intervention was modified, this should be noted in this section as well. Intervention should be fully developed and discussed. Simply identifying a reinforcer is NOT an appropriate instructional intervention—determine how you will change the environment to create a behavior change.
 - Description of outcome measure. Include both the aim and how it was measured (e.g., the goal is to decrease spending to \$10 per day as measured by the total amount of money spent per day). If the goal was modified, this should be noted in this section as well.
 - c. Results
 - Description of baseline data. Include graphed baseline data, description of the data pattern for baseline commenting on trends, levels, etc. (e.g., The baseline data indicate an increasing trend for the first three data points, while the last three data points show a decreasing trend. Performance ranged from 15 minutes of exercise per day to 60 minutes of exercise per day.) Baseline should include a minimum of 5 points; stability of data should determine appropriate number of data points.
 - Description of intervention data. Include a brief description of the data pattern for post-intervention, commenting on trends, levels, etc. (e.g., the data following intervention indicate a stabilization of exercise behavior at 60 minutes per day.)
 - d. Discussion

- Analysis of intervention effectiveness. Include a discussion of intervention effectiveness and rationale for continuing or changing interventions.
 - Implications. What did you learn from conducting this project? How might the process affect their teaching in the future? How did the change in the target behavior impact the participant? How might the results be different if a functional behavioral assessment were conducted? etc.
5. Behavior Change Project Presentation (10 points): Students will present their Behavior Change Project to the class using PowerPoint or Prezi. Further instructions will be posted on Blackboard
6. Behavioral Strategies Application Plan (100 points). Students will be provided with a case study describing a school and classroom environment, as well as sample behavioral data from a student with a disability being educated in that environment. Students will analyze the data and information provided and will develop a plan that addresses:
- School-wide behavioral supports,
 - Classroom behavioral supports, and
 - Individualized behavioral supports for the student described.

The goal of this application plan is to take the theory learned in class and make suggestions within a clinical environment to better meet the behavioral needs of students. This plan should follow APA 6th edition formatting and should contain at least three (3) references of materials discussed in the course (e.g., the textbook, articles, lecture). Additional information and materials will be provided in class.

7. Midterm and Final Exams (75 points x 2 = 150 points). Students can earn up to 150 points for accurately answering questions on a midterm and final examination covering the course content.

Changes

This syllabus is subject to change with the progression of the semester. Any changes will be communicated both in class and on Blackboard.

XX. TENTATIVE CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 Sept. 1	Course Overview Understanding and Managing Behavior	Zirpoli (Chapter 1)	
2 Sept. 8	Data/Defining Behaviors Single Subject Designs	Zirpoli (Chapters 6-7)	
3 Sept. 15	Functional Behavioral Assessments & Behavior Intervention Plans	Zirpoli (Chapter 8-9)	Behavior Change Topic and Data Collection Design due by 5 pm
4 Sept. 22	Functional Behavioral Assessments & Behavior Intervention Plans (continued)	FBA and BIP (Center for Effective Collaboration and Practice) IRIS Module: Functional Behavioral Assessment	IRIS Module due by midnight before class (bring copy to class)

5 Sept. 29	Functional Behavioral Assessments (continued) Response to Instruction SWPS	Zirpoli (Chapter 12) Simonsen, Sugai, & Negrón (2008)	
6 Oct. 6	Classroom as a Behavioral Ecology Prevention Efforts	Classroom as a Behavioral Ecology Reading (Smith) Prevention Efforts (Smith) Management Traps (Alderman)	Behavior Change Procedures due by 5 pm
7 Oct. 13	Midterm		Midterm Exam Due
8. Oct. 20	Reinforcement Programs— Strategies and Approaches Behavior Management	Zirpoli (Chapter 10) Tough Kid chapter (reference, not required reading) IRIS Modules: Classroom Management (Part 1 and Part 2)	IRIS Modules due by midnight before class (bring copy to class)
9 Oct. 27	Behavior Reduction Strategies	Zirpoli (Chapters 13-14) Maag (2001)	
10 Nov. 3	Cognitive Behavioral Approach	Zirpoli (Chapter 11) Mayer, Lochman, Van Acker (2005) Specific Intervention Strategies (Smith, pp. 1-12) Smith, Cumming, Merrill, & Daunic (2016)	Directed Questions due by midnight before class (bring copy to class)
11 Nov. 10	Social Competence & Social Skills Bullying	Specific Intervention Strategies (pp. 12-24) Smith (2002) Morgan (2010) Stop Bullying Now: http://www.stopbullyingnow.gov	
12 Nov. 17	Crises Management & Legal Considerations	Crises Management Reading (Smith) Zirpoli (Chapter 2) Legal Case Studies	Behavior Change Project due by 5 pm
NOV. 24 THANKSGIVING NO CLASS			
13 Dec. 1	Putting it All in Context	Zirpoli (Chapter 3-5)	Behavior Change Presentations
14 Dec. 8	Observation Systems Review	Materials on Blackboard	Behavior Change Presentations Behavior Strategies Application Plan due by 5 pm
15	Finals Week		Final Exam Due

XXI. RUBRICS

Behavior Change Project Rubric (150)

	Excellent	Acceptable	Unacceptable
Introduction, Target Behavior, & Measurement	<ul style="list-style-type: none"> ▪ Detailed description of participant ▪ Target behavior is clearly defined ▪ Thorough description of measurement procedure and data collection <p style="text-align: center;">22-25 points</p>	<ul style="list-style-type: none"> ▪ Partial description of participant ▪ Target behavior is not clearly defined ▪ Partial description of measurement procedure and data collection <p style="text-align: center;">17-21 points</p>	<ul style="list-style-type: none"> ▪ Minimal description of participant ▪ Target behavior is not defined ▪ Minimal description of measurement procedure and data collection <p style="text-align: center;"><17 points</p>
Procedures	<ul style="list-style-type: none"> ▪ Detailed description of baseline condition including results of the FBA ▪ Thorough description of outcome measure ▪ Detailed description of interventions is included <p style="text-align: center;">36-40 points</p>	<ul style="list-style-type: none"> ▪ Partial description of baseline condition included ▪ Partial description of outcome measure ▪ Partial description of interventions is included <p style="text-align: center;">28-35 points</p>	<ul style="list-style-type: none"> ▪ Minimal or no description of baseline condition included ▪ Minimal description of outcome measure ▪ Minimal description of interventions is included <p style="text-align: center;"><28 points</p>
Results	<ul style="list-style-type: none"> ▪ Visually clear and detailed graphs of data are included ▪ Graphs are easily understood ▪ Thorough discussion of graphs including trends in data for baseline and intervention. <ul style="list-style-type: none"> ▪ All possible explanation for results, including limitations are stated ▪ Suggestions for future interventions are discussed <p style="text-align: center;">40-45 points</p>	<ul style="list-style-type: none"> ▪ Visually clear and detailed graphs of data are included ▪ Graphs are easily understood ▪ Partial discussion of graphs including trends in data for baseline and intervention. <p style="text-align: center;">31-39 points</p>	<ul style="list-style-type: none"> ▪ No graph of data or significant errors ▪ Partial discussion of graphs <p style="text-align: center;"><31</p>
Discussion	<ul style="list-style-type: none"> ▪ Thorough discussion of intervention ▪ Thorough discussion of project implications <p style="text-align: center;">36-40 points</p>	<ul style="list-style-type: none"> ▪ Partial discussion of intervention ▪ Partially discussion of project implications <p style="text-align: center;">28-35 points</p>	<ul style="list-style-type: none"> ▪ Minimal discussion of intervention ▪ Minimally discussion of project implications <p style="text-align: center;"><28</p>
TOTAL	135-150 points	105-134 points	<105

Application Assignment Rubric (100)

	Assignment Criteria	Accuracy of Content	Mechanics
Excellent	<input type="checkbox"/> Addressed 100% of the assignment criteria: (a) the strengths of the behavioral systems in place, (b) the weaknesses of the behavioral systems in place, and (c) suggestions for how the school team could improve the behavioral systems to better meet the needs of the students (i.e., school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports). 36-40 points	<input type="checkbox"/> Response based on best practice research in special education. <input type="checkbox"/> Thorough and relevant response to the objective of the assignment. 36-40 points	<input type="checkbox"/> Assignment layout matched the requirements listed. <input type="checkbox"/> Clear writing and appropriate grammar and spelling (less than 3 errors). <input type="checkbox"/> 3 references, including text, additional readings, and class lectures. <input type="checkbox"/> Correct APA format (no more than 3 errors). 18-20 points
ACCEPTABLE	<input type="checkbox"/> Addressed 80-90% of the assignment criteria: (a) the strengths of the behavioral systems in place, (b) the weaknesses of the behavioral systems in place, and (c) suggestions for how the school team could improve the behavioral systems to better meet the needs of the students (i.e., school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports). 28-35 points	<input type="checkbox"/> Response somewhat based on best practice research in special education. <input type="checkbox"/> Mostly thorough response, yet somewhat irrelevant to the objective of the assignment. 28-35 points	<input type="checkbox"/> Assignment layout mostly matched the requirements listed. <input type="checkbox"/> Mostly clear writing and appropriate grammar and spelling, but several errors present (between 4 and 7 errors). <input type="checkbox"/> 2 references, including text, additional readings, and class lectures. <input type="checkbox"/> Mostly correct APA format, but several errors present (between 4 and 7 errors). 14-17 points
UNACCEPTABLE	<input type="checkbox"/> Addressed less than 70% of the assignment criteria: (a) the strengths of the behavioral systems in place, (b) the weaknesses of the behavioral systems in place, and (c) suggestions for how the school team could improve the behavioral systems to better	<input type="checkbox"/> Response not based on best practice research in special education. <input type="checkbox"/> Poor response and irrelevant to the objective of the assignment.	<input type="checkbox"/> Assignment layout did not match the requirements listed. <input type="checkbox"/> Lacked clear writing and multiple grammar and spelling errors present (more than 7 errors). <input type="checkbox"/> No references, including text, additional readings, and class

	meet the needs of the students (i.e., school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports). <28 points		lectures. <input type="checkbox"/> Incorrect APA format (more than 7 errors). <14 points
--	--	--	--