

“Preparing Professionals for Changing Educational Contexts”

ESP 735 Syllabus

Department of Special Education
College of Education, University of Nevada Las Vegas

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| I. | Prefix & Number | ESP 735 |
| II. | Title | Advanced Behavior Management |
| III. | Credits | 3 |
| IV. | Semester | |
| V. | Instructor | |
| VI. | Office/Phone/Email | |
| VII. | Class Location | |
| VIII. | Office Hours | |
| IX. | Prerequisites | ESP 701 and 733 or equivalent. |
| X. | Course Description (Course Introduction) | Application of advanced behavioral, psycho-educational and other approaches for students with disabilities. An emphasis is placed on functional assessment and positive behavior support. |
| XI. | Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Principles Addressed in this Course | <u>CEC Standards:</u> CEC Standard 1: Foundations CEC Standard 4: Instructional Strategies CEC Standard 5: Learning Environments/Social Interactions CEC Standard 7: Instructional Planning CEC Standard 8: Assessment CEC Standard 9: Professional and Ethical Practice CEC Standard 10: Collaboration <u>INTASC Standards:</u> Standard 1: Learning Development Standard 2: Learning Differences Standard 3: Learning Environments Standard 9: Professional Learning and Ethical Practice |

XII. Knowledge Objectives and Related Standards

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

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| <p>Objective: The students will demonstrate knowledge of behavioral laws and the important differences between the content of instructional plans, classrooms discipline routines, plans for functional analysis and behavioral intervention planning through class assignments.</p> <p>Standards: CEC Standard 1: Foundations CEC Standard 4:Instructional Strategies CEC Standard 5:Learning Environments/Social Interactions CEC Standard 7: Instructional Planning CEC Standard 8: Assessment CEC Standard 9: Professional and Ethical Practice</p> | |
| ICC1K2 | Laws, policies, and ethical principles regarding behavior management planning and implementation |
| DD1K5 | Theories of behavior problems of individuals with developmental disabilities |
| ICC4S4 | Use strategies to facilitate maintenance and generalization of skills across learning environments |
| ICC5S10 | Use effective and varied behavior management strategies |
| ICC5K6 | Each participant will understand the important antecedent determiners of problem behavior. |
| ICC5S2 | Identify realistic expectations for personal and social behavior in various settings |
| ICC5S4 | Design learning environments that encourage active participation in individual and group activities |
| DD7S4 | Use functional assessments to develop intervention plans |
| DD8S1 | Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with developmental disabilities |
| ICC9S4 | Conduct professional activities in compliance with applicable laws and policies |
| <p>INTASC Standards: Standard 9: Professional Learning and Ethical Practice</p> | |
| Performance | 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. |
| Essential Knowledge | 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). |
| Critical Dispositions | 9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice. |

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| <p>Objective: Each participant will demonstrate competency in the development of behavior plans through collaboration with teams to monitor individual behaviors (functional behavioral assessment plan) including the selection of data collection measures and plans for the generation of hypotheses regarding cause and effect relationships among antecedents and consequences.</p> <p>Standards: CEC Standard 5: Learning Environments/Social Interactions CEC Standard 7: Instructional Planning</p> | |
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| CEC Standard 8: Assessment CEC Standard 10: Collaboration | |
| ICC5K6 | Strategies for crisis prevention and intervention |
| ICC5S5 | Modify the learning environment to manage behaviors |
| ICC5S10 | Use effective and varied behavior management strategies |
| DD5S3 | Structure the physical environment to provide optimal learning for individuals with developmental disabilities |
| ICC7S1 | Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs |
| ICC7S2 | Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members |
| DD8K2 | Environmental assessment conditions that promote maximum performance of individuals with developmental disabilities |
| ICC8S1 | Gather relevant background information |
| ICC8S2 | Administer nonbiased formal and informal assessments |
| ICC8S5 | Interpret information from formal and informal assessments |
| ICC8S8 | Evaluate instruction and monitor progress of individuals with exceptional learning needs |
| ICC10S7 | Use group problem-solving skills to develop, implement, and evaluate collaborative activities |
| INTASC Standards: Standard 1: Learner Development Standard 3: Learning Environments | |
| 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(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(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> |
| Critical Dispositions | <p>1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting 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> |

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| <p>Objective: Each participant will demonstrate knowledge of strategies for developing group and individual behavior support plans and instructional techniques necessary for the efficient generalization of behavior of skills across school, home, and community settings in regards to concerns of negative stereotypes of behavior and culture.</p> <p>Standards: CEC Standard 5: Learning Environments/Social Interactions CEC Standard 9: Professional and Ethical Practice</p> | |
| ICC5K9 | Ways specific cultures are negatively stereotyped |
| ICC5K10 | Strategies used by diverse populations to cope with a legacy of former and continuing racism |
| ICC5S2 | Identify realistic expectations for personal and social behavior in various settings |
| ICC5S9 | Create an environment that encourages self-advocacy and increased independence |
| ICC5S11 | Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs |
| ICC5S13 | Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences |
| ICC5S14 | Mediate controversial intercultural issues among individuals with exceptional learning needs within the learning environment in ways that enhance any culture, group or person |
| ICC9K1 | Personal cultural biases and differences that affect one's teaching |
| <p>INTASC Standards: Standard 2: Learning Differences Standard 9: Professional Learning and Ethical Practice</p> | |
| Performance | <p>2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</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>2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> |
| Critical Dispositions | <p>2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> |

XIII. RESULTS

| Course Objectives | Related CEC Standards | INTASC Standards Addressed | Measurement/Evaluation |
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| The students will demonstrate knowledge of behavioral laws and the important differences between the content of instructional plans, classrooms discipline routines, plans for functional analysis and behavioral intervention planning through class assignments. | ICC1K2, DD1K5, ICC4S4, ICC5S10, ICC5K6, ICC5S2, ICC5S4, DD7S4, DD8S1, ICC9S4 | Standard 9 Performance: 9(c), Essential Knowledge: 9(j) Critical Dispositions: 9(l) | Quizzes, Case Study, In-Class Participation; Functional Assessment Project |
| Each participant will demonstrate competency in the development of behavior plans to monitor individual behaviors (functional behavioral assessment plan) including the selection of data collection measures and plans for the generation of hypotheses regarding cause and effect relationships among antecedents and consequences. | ICC5K6, ICC5S5, ICC5S10, DD5S3, ICC7S1, ICC7S2, DD8K2, ICC8S1, ICC8S2, ICC8S5, ICC8S8, ICC10S7 | Standards 1 and 3 Performance: 1(c),3(a) Essential Knowledge: 1(e), 3 (n) Critical Dispositions: 1(k), 3(n) | Functional Assessment Project |
| Each participant will demonstrate knowledge of strategies for developing group and individual behavior support plans and instructional techniques necessary for the efficient generalization of behavior of skills across school, home, and community settings. | ICC5K9, ICC5K10, ICC5S2, ICC5S9, ICC5S11, ICC5S13, ICC5S14, ICC9K1 | Standards 2 and 9 Performance: 2(a),9(b) Essential Knowledge: 2(j), 9 (i) Critical Dispositions: 2(m), 9(m) | Quizzes, In-Class Participation; Case Study; Functional Assessment Project |

XIV. COURSE RESOURCES

Required Materials

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers* (9th Ed.). Columbus: Merrill.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

Alberto, P.A., & Troutman, A.C. (2008). *Applied behavior analysis for teachers* (7th Ed.). Columbus: Merrill.

Chandler, L. K., & Dahlquist, C. M. (2002). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Garnder, R., Sainato, D. M., Cooper, J. O., Heron, T. E., Heward, W. L., Eshleman, J., & Grossi, T. (1994) *Behavior analysis in education: Focus on measurably superior instruction*. Belmont, CA: Brooks/Cole.

- Rosenberg, M., Wilson, R., Maheady, L., & Sindelar, P. T. (1997). *Educating students with behavior disorders (2nd ed.)*. Boston: Allyn and Bacon.
- Wolery, M., Bailey, D. B., & Sugai, G. M. (1988). *Effective Teaching: Principles and procedures of applied behavior analysis with exceptional students*. Boston: Allyn and Bacon.
- Suggested Resources:
- Clarke, S., Dunlap, G., Foster-Johnson, L., Childs, K. E., Wilson, D., White, R., & Vera, A. (1995). Improving the conduct of students with behavioral disorders by incorporating student interests into curricular activities. *Behavioral disorders, 20* (4), 221-237.
- Dunlap, G., Kern, L., dePerczel, M., Clarke, S., Wilson, D., Childs, K. E., White, R., & Falk, G. D. (1993). Functional analysis of classroom variables for students with emotional and behavioral disorders. *Behavioral disorders, 18* (4), 275-291.
- Doll, B., Sands, D. J., Wehmeyer, M., & Palmer, S. (1996). Promoting the development and acquisition of self-determined behavior. In D. J. Sands & M. L. Wehmeyer (Eds.), *Self-determination across the lifespan: Independence and choice for people with disabilities* (pp. 65-90). Baltimore: Paul H. Brooks.
- Filler, J. (1996). A comment on inclusion: Research and social policy. *Society for Research in Child Development Social Policy Report, 10* (2 & 3), 31-33.
- Horner, R. H., & Carr, E. D. (1997). Behavioral support for students with severe disabilities: functional assessment and comprehensive intervention. *The Journal of special education, 31* (1), 84-104.
- Horner, R. H., Dunlap, G., Koegel, R. L., Carr, E. G., Sailor, W., Anderson, J., Albin, R. W., & O'Neill, R. E. (1990). Toward a technology of "nonaversive" behavioral support. *Journal for the association for persons with severe handicaps, 15*, (3), 125-132.
- Kalyanpur, M., & Harry, B. (1999). *Cultural in special education: Building reciprocal family-professional relationships*. Baltimore: Paul H. Brooks.
- Lohrmann-O'Rourke, S., & Zirkle, P. A. (1998). The case law on aversive interventions for students with disabilities. *Exceptional children 65*, (1), 101-123.
- Lubeck, N. (1994). The politics of developmentally appropriate practice: Exploring issues of culture, class, and curriculum. In B. L. Mallory R. S. New (Eds.) *Diversity and developmentally appropriate practices: Challenges for early childhood education* (pp. 4-11). New York: Teachers College Press.
- Lynch, E. W. & Hansen, M. J. (Eds.) (1999). *Developing cross-cultural competence: A guide for working with children and their families*. Baltimore: Paul H. Brooks.
- Marks, S. U., Schrader, C., Longaker, T., & Levine, M. (2000). Portraits of three adolescent students with asperger's syndrome: Personal stories and how they can inform practice. *Journal for the association for persons with severe handicaps 25*

- Nevada Assembly Bill No. 280. (1999). Assemblymen Buckley, Carpenter, Ohrenschall, Leslie, Thomas, Segerblom, Perkins, Giunchigliani, Lee, Arberry, Parks, Williams, Manendo, Anderson, Price, Freeman, Goldwater, Gibbons, McCain, Koivisto, Collins, Bache, Tiffany, Neighbors, Nolan, Hettrick, & Evans.
- Nirje, B. (1972). The right to self-determination. In Wolfensberger (Ed.) *Normalization: The principle of normalization* (pp. 176-300). Toronto, Canada: National Institute on Mental Retardation.
- Salisbury, C. & Chambers, A. (1994). Instructional costs of inclusive schooling. *Journal of the Association for persons with Severe Handicaps*, 19 (3), 215-222.
- Sugai, G., & Horner, R. (1994). Including students with severe behavior problems in general education settings: assumptions, challenges, and solutions. (The **Oregon Conference Monograph, 6**). Eugene, Oregon: **University of Oregon, Department of Special Education.**
- Umbreit, J. (1995a). Functional assessment and intervention in a regular classroom setting for the disruptive behavior of a student with attention deficit hyperactivity disorder. *Behavioral disorders*, 20 (4), 267-278.
- Umbreit, J. (1995b). Functional analysis of disruptive behavior in an inclusive classroom. *Journal of early intervention*, 2 (1), 18-29.
- Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brooks.
- Weigle, K. L. (1997). Positive behavior support as a model for promoting educational inclusion. *Journal of the association for persons with severe handicaps*, 22, (1), 36-48.

Suggested Internet Resources

XVI. ASSIGNMENTS

- Quiz (30 points) & Comprehensive Exam (64 points): There will be a quiz worth 30 points each and one final exam worth 64 points. Each quiz and the final exam will be in class, closed book and completed in class.
- Positive Behavior Support Project: (172 points): The PBS Project will be broken up into 4 Parts. For due dates please refer to the Course Schedule. Each part will be graded with feedback and given back to the students (with the exception of Part 4) which will be graded in class on 3/1/13. The first time the project is turned in on the due date the student can receive: a) 24 points for Part 1; b) 16 points for Part 2; c) 32 points for Part 3; and d) 14 points for Part 4 with a total of 86 points. Written feedback will be given on Parts 1 to 3 and the students will be able to change mistakes to be able to get full credit on the completed project. SO EACH PART IS GRADED TWICE.
- Participation Points (30 points): Participation points for attendance and active engagement in class will be assigned.

XVII. PERFORMANCE ASSESSMENTS

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| Quiz | 30 |
| Comprehensive Exam | 64 |
| Part 1 PBS | 24 |
| Part 2 PBS | 16 |
| Part 3 PBS | 32 |
| Part 4 PBS | 14 |
| FINAL PBS | 86 |
| Participation Points | 30 |
| | |
| Total | 300 |

Instructional Methods

A variety of instructional methods will be utilized in this course. Included among them are lecture, discussion, guest and/or panel speakers, small group and independent content-application activities.

XVIII. SPECIAL NOTES

Students are expected to demonstrate professional behavior at all times. This includes:

- Refraining from inappropriate or personal comments about other students or the instructor
- Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
- Cell phones for emergency use only during class
- Not using laptops unless for purposes explicitly related to the course. **Use of laptops for activities unrelated to the course (e.g., email) is strictly forbidden!**
- The instructor may deduct points from students' grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.
- Work submitted should reflect graduate level expectations in terms of scope, depth, writing mechanics, person-first language, reflection of best practice teaching, APA style where appropriate, and appearance.
- Assignments must be typed, double-spaced, at 12 font, with no more than a 1 inch margin around.

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/>.

XIX. GRADING POLICY

| Points Earned | Percentage Score | Grade |
|---------------|------------------|-------|
| 279-300 | 93-100 | A |
| 270-278 | 90-92.9 | A- |
| 264-269 | 88-89.9 | B+ |
| 249-263 | 83-87.9 | B |
| 240-248 | 80-82.9 | B- |
| 234-239 | 78-79.9 | C+ |
| 219-238 | 73-77.9 | C |
| 210-218 | 70-72.9 | C- |
| 204-209 | 68-69.9 | D+ |
| 189-203 | 63-67.9 | D |
| 180-188 | 60-62.9 | D- |
| 179 and below | <60 | F |

1. **CLASS ATTENDANCE:** Because of the intense schedule of the course and instructional content, attendance is essential for this course. It is considered your professional responsibility to attend class. An absence is considered a 2 hour period. Each additional absence will result in a loss of 10 points as well as any participation points that and/or activity points that may have been available during that class session.

2. **CLASS PARTICIPATION:** This course is designed to be participatory in nature. Students are encouraged to take a proactive rather than a reactive role during class. Class participation is encouraged. As previously mentioned in this syllabus, participation points will be assigned to each class.

3. **READING:** Due to the nature of course content, students will be responsible for completing assigned readings in advance of each class meeting. Failure to do so could result in a loss of participation points.

4. **ASSIGNMENTS:** Due to the nature of course content, students will be responsible for

turning in assignments on time. Late assignments will result in the assignment being graded down ten points automatically. All assignments are to be typed and in APA form. The final language assessment assignment will NOT be accepted if turned in late.

XX. CLASS SCHEDULE

| Lesson/ Date | Lesson Topic | Assigned Readings and Resources | Assignment Due |
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| Friday 10/16/15 | <input type="checkbox"/> Course Introduction and Overview <input type="checkbox"/> Cultural Influences on Behavior <input type="checkbox"/> Applied Behavior Analysis <input type="checkbox"/> Positive Behavior Support | Text Chapters 1 & 2 | |
| Saturday 10/17/15 | <input type="checkbox"/> FBA Part 1: Describing Behavior/Function <input type="checkbox"/> Writing Behavioral Objectives <input type="checkbox"/> Procedures for Collecting Data <input type="checkbox"/> Graphing Data | Text Chapter 7 Text Chapters 3 & 4 | Collect ABC Data. Bring to class next week. Define Target Behavior. Collect Baseline Data. |
| Friday 10/23/15 | <input type="checkbox"/> ONLINE | | See Webcampus |
| Saturday 10/24/15 | <input type="checkbox"/> Self-Management <input type="checkbox"/> Strategies for Increasing Behavior <input type="checkbox"/> Strategies for Decreasing Behavior <input type="checkbox"/> | Text Chapter 12 Text Chapter 8 Text Chapter 9 Scott & Nelson (1999) Sugai et al., (1999-2000) Salend & Taylor (2002) | Parts 1 DUE Determine Intervention. Begin collecting intervention data. Bring to class next week. |
| Saturday 10/31/15 | | | Part 2 Due Online |
| Friday 11/6/15 | <input type="checkbox"/> Antecedent Strategies <input type="checkbox"/> Stimulus Control & Shaping | Text Chapter 10 | Part 3 DUE |
| Saturday 11/7/15 | <input type="checkbox"/> Data Analyses <input type="checkbox"/> Single-Subject Designs <input type="checkbox"/> School Wide PBS <input type="checkbox"/> Preference Assessments | Text Chapter 6 Text Chapter 13 | Quiz Bring Projects for Group Work |
| Friday 11/13/15 | <input type="checkbox"/> Planning for Generalized Outcomes <input type="checkbox"/> Evaluation of Intervention <input type="checkbox"/> Environmental Supports | Text Chapter 11 | |
| Saturday 11/14/15 | <input type="checkbox"/> Review for exam/ Putting it all together <input type="checkbox"/> Ethics <input type="checkbox"/> Professional Organizations | | FINAL PROJECT DUE (ALL PARTS plus previously graded portions of the project) Report on Project to Class |

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| | <input type="checkbox"/> Consulting in the Schools <input type="checkbox"/> Final Exam in Class | | (informal) FINAL EXAM (Covers ALL sessions) |
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