

“Management and Modification of Students with Special Needs”

ESP 733 Syllabus
Department of Special Education
College of Education, University of Nevada Las Vegas

I.	Prefix & Number	ESP 733
II.	Title	Management and Modification of Students with Special Needs
III.	Credits	3 semester credits
IV.	Semester	
V.	Instructor	
VI.	Office/Phone/Email	
VII.	Class Location	
VIII.	Office Hours	
IX.	Prerequisites	10 credits in special education
X.	Course Description (Course Introduction)	Principles of behavior management and social learning theory to aid parents and educators in improving academic and social behavior of students with and without disabilities in the classroom and home settings.
XI.	Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course COE/INTASC Standards Addressed in this Course	<u>CEC Standards:</u> 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 <u>INTASC Standards:</u> 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

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 describe a variety of behavioral data collection techniques, choose an appropriate data collection technique to use for a specific behavior type, will collect targeted behavioral data, will critically analyze this data to determine the function of a behavior, and discuss the results in a collaborative manner.</p> <p>Standards: CEC Standard 5: Learning Environments and Social Interactions CEC Standard 7: Instructional Planning CEC 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 Standard 3: Learning Environment INTASC Standard 8: Instructional Strategies INTASC 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>

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 identify ways that appropriate behavior can be supported and explicitly taught to students with disabilities.

Standards:

CEC Standard 1: Foundations

CEC Standard 5: Learning Environments and Social Interactions

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.
INTASC Standard 1: Learner Development INTASC Standard 3: Learning Environment	
Performance	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. 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.
Essential Knowledge	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. 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.
Critical Dispositions	1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development. 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

Objective 3: Students will discuss the legal requirements of completing a functional behavioral assessment and behavioral intervention plan and will write a functional behavioral assessment report and behavioral intervention plan for a targeted behavior meeting legal requirements.

Standards:

CEC Standard 1: Foundations

CEC Standard 9: Professional and Ethical Practices

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.

INTASC Standard 1: Learner Development

INTASC Standard 9: Professional Learning and Ethical Practice

Performance	<p>1(b) The teacher creates developmentally appropriate instruction that takes into account 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 will select appropriate interventions to implement in the classroom environment.

Standards:

CEC Standard 4: Instructional Strategies

CEC Standard 5: Learning Environments and Social Interactions

CEC 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.

INTASC Standard 3: Learning Environment

INTASC Standard 4: Content Knowledge

INTASC Standard 8: Instructional Strategies

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</p>

	<p>guide learners to accurate conceptual understanding.</p> <p>8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p>
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 will select strategies that can be implemented at the school, classroom, and individual level to appropriately change behaviors.

Standards:

CEC Standard 1: Foundations

CEC 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 Standard 1: Learner Development INTASC 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 Objective	Related CEC Standards; TESOL Standards	Related INTASC Standards	Measurement / Evaluation
1. Students will describe a variety of behavioral data collection techniques, choose an appropriate data collection technique to use for a specific behavior type, will collect targeted behavioral data, will critically analyze this data to determine the function of a behavior, and discuss the results in a collaborative manner.	ICC5S6, ICC7S4, ICC7S5, ICC9S12	Standards 3, 8, and 9	Behavior Change Project Behavior Strategies Application Plan
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 identify ways that appropriate behavior can be supported and explicitly taught to students with disabilities.	ICC1K1, ICC5K1, ICC5K2	Standards 1, 3	Behavior Strategies Application Plan Final
3. Students will discuss the legal requirements of completing a functional behavioral assessment and behavioral intervention plan and will write a functional behavioral assessment report and behavioral intervention plan for a targeted behavior meeting legal requirements.	ICC1K2, ICC1K4, ICC9S12	Standards 1, 9	Midterm Behavior Change Project
4. Students will describe research-based strategies for teaching students appropriate social skills and cognitive behavior modification strategies and 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
5. Students will analyze the need for positive behavioral supports in the school environment to support the learning of students with behavioral problems and will select strategies that can be implemented at the school, classroom, and individual level to appropriately change behaviors.	ICC1K2, ICC5K2, ICC5K4	Standards 1, 3	Behavior Strategies Application Plan

XIV. COURSE RESOURCES

Required Materials

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

Additional resources, course materials, and links are posted on the course WebCampus site. Students must be able to access this site.

XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

Supplemental Texts and Journal Articles

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

Alberto, P. A., & Troutman, A. C. (2006) Applied behavior analysis for teachers. 7th 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: Allyn & Bacon. 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.

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

XVI. ASSIGNMENTS

1. Attendance/Participation: (100 points)

Much of the value in the course lies in our class discussions, interactive lessons and reflections. It is important that you are in class on time, and for the entire time. One class period will be considered an "excused absence." There will be many in-class activities. Therefore, attendance and active participation are required. Class discussion is the primary vehicle for communication within this community of inquiry.

2. IRIS Modules: (10 points x 4 = 40 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 in class with specific and complete answers to all questions making sure to include all required components of each question (i.e., FBA form, Worksheet (option 1), Worksheet (option 2)). 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. 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 you monitor your progress towards your goal (e.g., frequency, duration, etc.)? Where, when, and how were you recording your data?

b. Procedures

- ☐ Description of Baseline Conditions. Describes 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 is 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—how will you change the environment to create a behavior change.
- ☐ Description of outcome measure. Includes both the aim and how it will be 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.

4. 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.

5. 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.

XVII. 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.

XVIII. SPECIAL NOTES

Communicating with your Instructor—as this is an online course, it is vital that you a) are timely with assignments and b) communicate any questions you may have with your instructor. As this course is offered online, the best way to reach your instructor is through email. It is your responsibility as a student to check in to WebCampus and to check your rebel mail several times per week for any course announcements that are made.

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
502 – 535	94-100%	A
481 – 501	90-93%	A –
464 – 480	87-89%	B
449 – 463	84-86%	B+
421– 448	80-83%	B –
404 – 420	77-79%	C
388 – 403	74-76%	C+
367 – 387	70-73%	C –
340 – 366	65-69%	D
0 – 339	0-64%	F

University policy says a grade of "Incomplete" will be given only if the student has a) completed at least 75% of the course, b) earned a grade of "B" or better at the time the Incomplete grade is requested, and c) requested an "Incomplete" grade for "reason(s) beyond the student's control and acceptable to the instructor...."

XX. CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1 Jan. 21	Course Overview Understanding Managing Behavior	Read Zirpoli (Chapter 1).	
2 Jan. 28	Data/Defining Behaviors Single Subject Designs	Read Zirpoli (Chapters 6-7).	
3 Feb. 4	Data/Defining Behaviors Single Subject Designs (continued)		Must have met to approve Behavior Change Project
4 Feb. 11	Functional Behavioral Assessments & Behavior Intervention Plans	Read Zirpoli (Chapter 8-9). Read FBA and BIP (Center for Effective Collaboration) via WebCampus.	
5 Feb. 18	Functional Behavioral Assessments & Behavior Intervention Plans (continued)		IRIS Module: Functional Behavioral Assessment Due *Bring hard copy to class.
6 Feb. 25	Functional Behavioral Assessments & Behavior Intervention Plans (continued)		
7 Mar.3	Reinforcement Programs-Strategies and Approaches	Zirpoli (Chapter 10) Read Tough Kid Toolbox via WebCampus.	IRIS Modules: Who's In Charge (Pt. 1); You're in Charge (Pt. 2) Due *Bring hard copy to class.
8 Mar. 10	Response to Instruction and Behavior Management	Zirpoli (Chapter 12) Read Management Traps (Alderman) via WebCampus.	Midterm Due *Bring hard copy to class.
9 Mar. 17	Behavior Reduction Strategies	Zirpoli (Chapters 13-14)	
MAR. 24 NO CLASS- SPRING BREAK			
9 Mar. 31	Bullying	Read one of the Bullying articles via WebCampus.	
10 Apr. 7	Social Skills Instruction	Read Goldstein & McGinnis (1997) and Morgan (2010) via WebCampus.	IRIS Module: The Acting Out Cycle Due *Bring hard copy to class.
APR. 14 NO CLASS Read Zirpoli (Chapter 2) and Legal Case Studies via WebCampus. *Note: Legal Considerations Power point will be uploaded via WebCampus			
12 Apr. 21	Cognitive Behavior Modification LSCI	Zirpoli (Chapter 11)	
13 Apr. 28	Putting it All in Context	Zirpoli (Chapter 3)	Behavior Change Project Due

15 May. 5	Observation Systems	Zirpoli (Chapters 4-5)	Behavior Strategies Application Plan Due
MAY. 12 NO CLASS-FINAL EXAM DUE VIA WEBCAMPUS			

XXI. Rubrics

Behavior Change Project Rubric

	Target	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>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>17-21points</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><17 points</p>
Procedures	<ul style="list-style-type: none"> Detailed description of baseline condition including results of your FBA Thorough description of outcome measure Detailed description of interventions is included <p>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>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><28points</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>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>31-39 points</p>	<ul style="list-style-type: none"> No graph of data or significant errors Partial discussion of graphs <p><31</p>
Discussion	<ul style="list-style-type: none"> Thorough discussion of intervention Thoroughly discusses implications of project <p>36-40 points</p>	<ul style="list-style-type: none"> Partial discussion of intervention Partially discusses implications of project\ <p>28-35points</p>	<ul style="list-style-type: none"> Minimal discussion of intervention Minimally discusses implications of project <p><29</p>
TOTAL /150	135-150 points	105-134 points	<105

Comments

Application Assignment Rubric

	Assignment Criteria	Accuracy of Content	Mechanics
TARGET	<input type="checkbox"/> Student 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 they have in place to better meet the needs of the students including school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports. 36-40 points	<input type="checkbox"/> Student response based on best practice research in special education <input type="checkbox"/> Student response is thorough and relevant to the objective of the assignment. 36-40 points	<input type="checkbox"/> Layout of assignment matches the requirements listed. <input type="checkbox"/> Student wrote using appropriate grammar and spelling (less than 3 errors). <input type="checkbox"/> Provided 3 references including text, additional readings, and class lectures. <input type="checkbox"/> Used correct APA format (no more than 3 errors). 18-20 points
ACCEPTABLE	<input type="checkbox"/> Student 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 they have in place to better meet the needs of the students including school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports. 28-35 points	<input type="checkbox"/> Student response somewhat based on best practice research in special education <input type="checkbox"/> Student response is mostly thorough but somewhat irrelevant to the objective of the assignment. 28-35 points	<input type="checkbox"/> Layout of assignment mostly matches the requirements listed. <input type="checkbox"/> Student wrote using mostly appropriate grammar and spelling, but several errors were made (between 4 and 7 errors). <input type="checkbox"/> Provided 2 references including text, additional readings, and class lectures. <input type="checkbox"/> Mostly used correct APA format (but had between 4 and 7 errors). 14-17 points
UNACCEPTABLE	<input type="checkbox"/> Student 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 they have in place to better meet the needs of the students including school-wide behavioral supports, classroom behavioral supports, and individualized behavioral supports. <28 points	<input type="checkbox"/> Student response not based on best practice research in special education <input type="checkbox"/> Student response is not thorough or is not thorough or not irrelevant to the objective of the assignment. <28 points	<input type="checkbox"/> Layout of assignment did not match the requirements listed. <input type="checkbox"/> Student wrote using poor grammar and spelling (more than 7 errors). <input type="checkbox"/> Provided no references including text, additional readings, and class lectures. <input type="checkbox"/> Did not use correct APA format (more than 7 errors). <14 points
TOTALS			

Comments

