

Syllabus

Special Education 5010 - EXTENSION Applied Behavior Analysis 1: Principles, Assessment, and Analysis Fall 2007

Credits: 3

Schedule: Monday, 7:15 – 9:45 p.m.

Delivery: Broadcast

Instructor: Bob Morgan

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Course Overview and Goals:

This course introduces basic principles by which humans learn social, academic, and other skills. Emphasis is placed on defining behaviors, measuring behaviors through direct observation, evaluating interventions via graphic data analyses, and communicating intervention effects to others. A semester-long behavior change project allows each student to carry out assignments with a student in an applied setting, such as a school practicum site, other school site, group home, etc.

Course Objectives:

Objectives for this course are cross-referenced to The Council for Exceptional Children (CEC) Performance-Based Standards of 2003 (www.cec.sped.org/ps/perf_based_stdts/standards.html). Upon completion of this course, students who receive a “C” grade or better will:

Standard	Code*	Assessment of Performance
Models, theories, and philosophies that form the basis for special education practice.	CC1K1	Study Guides, Test 1
Laws, policies, and ethical principles regarding behavior management planning and implementation.	CC1K2	Study Guides, Test 2
Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.	CC1K4	Study Guides, Test 2
Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.	CC1K6	Assignments
Potential impact of differences in values, languages, and customs that can exist between the home and school.	CC1K10	Study Guides, Test 2
Definitions and issues related to the identification of individuals with disabilities.	IC1K1	Study Guides, Test 2
Theory of reinforcement techniques in serving individuals with disabilities.	IC1K7	Study Guides, Test 1
Theories of behavior problems of individuals with disabilities ^{1/} .	IC1K8	Study Guides, Test 2
Etiology and diagnosis related to various theoretical approaches.	IC2K1	Study Guides, Test 1,
Psychological and social-emotional characteristics of individuals with disabilities.	IC2K4	Study Guides, Test 1 & 2, Class Activities

Impact of multiple disabilities on behavior.	IC3K3	Study Guides, Test 1 & 2, Class Activities
Relate levels of support to the needs of the individual.	IC3S1	Study Guides, Class Activities
Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.	CC4S5	Assignments, Study Guides, Test 1 & 2, Class Activities
Prevention and intervention strategies for individuals with disabilities ^{1/} .	IC4K2	Study Guides, Tests 1 & 2, Assignments
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities ^{1/} .	IC4S3	Study Guides, Test 2, Assignments
Basic classroom management theories and strategies for individuals with exceptional learning needs.	CC5K2	Study Guides, Tests 1 & 2, Assignments
Social skills needed for educational and other environments.	CC5K5	Study Guides, Test 1, Assignments
Use effective and varied behavior management strategies.	CC5S10	Study Guides, Tests 1 & 2, Assignments
Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	CC5S11	Assignments
Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.	CC5S14	Study Guide, Test 2
Plan and implement individualized reinforcement systems and environmental modifications.	IC7S1	Assignments, Class Activity
Develop or modify individualized assessment strategies.	CC8S4	Assignments
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities ^{1/} .	IC8S1	Study Guides, Test 1
Use verbal, nonverbal, and written language effectively.	CC9S8	Class Activity
Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities ^{1/} .	IC10K1	Study Guides, Test 1 & 2

(CC = Common Core, K = Knowledge, S = Skill)*

General Expectations:

1. Assignments are to be submitted before the beginning of class time (7:15 p.m.) on the date they are due. Late assignments will be assessed a 30% penalty for up to 7 calendar days. Assignments submitted more than 7 calendar days after the due date will receive a score of zero. If a student anticipates being unable to submit an assignment by the due date for reasons beyond the student's control, she/he must contact the course instructor before the due date to seek approval for a time-limited extension. It is the student's responsibility – not the instructor's responsibility – to initiate request for extension, obtain approval before the due date, and receive written confirmation from the instructor.
2. (a) No student shall represent, by paraphrase or direct quotation, the published or unpublished work of another person as one's own for any assignment. This applies to papers similar or identical to papers submitted by other students in this class or other classes. There are no group assignments, therefore, no work identical or similar to the work of other

students should be submitted. See The Code of Policies and Procedures for Students at Utah State University, Section V-3A Academic Integrity – The Honor System, #3.

(b) No student shall falsify any information or citation in an academic activity, including data recorded on student behavior. See The Code of Policies and Procedures for Students At Utah State University, Section V-3A Academic Integrity – The Honor System, #2.

(c) No student shall engage in any other activity interpreted by the instructor or teaching assistants as meeting the definition of academic dishonesty as described in Section V-3A Academic Integrity – The Honor System.

3. It is the student's responsibility to bring questions regarding scoring of study guide questions, test questions, assignments, and other issues to the instructor. The recognized method of bringing questions to the instructor is to submit them via written note or email. Class time will not be compromised by discussing individual concerns regarding scoring. The written note or email should reference the pages and paragraphs of reading materials justifying the student's position regarding scoring.

Required Readings:

Alberto, P. A., & Troutman, A. C. (2006). *Applied Behavior Analysis for Teachers* (7th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.*

***readings from this text are scheduled in Sp Ed 5050 Spring Semester. Keep the book!**

Rhode, G., Jenson, W. R., & Reavis, H. K. (1995). *The Tough Kid Book: Practical Classroom Management Strategies*. Longmont, CO: Sopris West.

Morgan, R. L. (2005). *Building Better Behavior*. Logan, UT: Technology, Research, and Innovation in Special Education (TRI-SPED). [CD-ROM]

Other Required Readings:

5010 course web site: Short readings are available on the course web site. Some of these are handouts that do not have an associated study guide – these are denoted in the Table of Contents and the Course Schedule by **.

Internet Sites: Occasional readings will be accessed by going directly to internet sites.

Course Requirements:

- **Study Guides (SGs)** covering assigned readings must be submitted each week. SGs are short quizzes that will guide your study for tests. *Most questions on tests will be similar in format to those on SGs.*

SGs are available on the course web site. SGs are not timed. Questions are mostly short answer. Once you have written an answer, click “Save answer.” You may change answers even after “Saving.”

IMPORTANT: You can access the SG two times. On your first time, review questions but do not click “Finish” unless you are ready to submit the SG. On your second time, fill in all answers and click “finish.” **ONLY ONE STUDY GUIDE WILL BE GRADED.** Once you have finished, you will receive your score and feedback in the “Grades” area of the SG website. You can view the graded quiz along with the correct answer for each question. Scores will be available by Friday of each week.

Study guides must be submitted by Monday at 7:15 p.m. It is possible to earn a total of 20 points on each study guide submitted on time. Study guides submitted after the beginning of class on the due date will earn a maximum of 14 points, i.e., a 30% penalty is levied for late study guides. Study guides submitted more than 7 calendar days late (i.e., after Tuesday at 1:30 p.m. of the following week) will receive a score of 0.

NOTES:

The instructor will attempt to post *Notes Pages* under “*Handouts*” on the web site each week to correspond with Powerpoint slides. Students are encouraged to print notes pages and bring them to class.

- **Assignments.** Seven assignments will be completed during the course of the semester. Assignments that are submitted after 7:15 p.m. on the due date will be subjected to a 30% penalty unless prior permission and late submission arrangements are made with the instructor. Without permission for late extension, assignments submitted more than 7 calendar days late (i.e., after the start of class the following week) will receive a score of 0. Only brief descriptions of assignments appear below. More information will be provided prior to each assignment.

Assignment 1: Behavior Management Form (Classroom Rules)

Behavior Management Form (Classroom Rules). Students will be required to complete a “Behavior Management Form” that outlines classroom rules, the positive consequences for following the rules, possible problem behaviors, and the procedures for these problem behaviors that apply to your practicum setting. Procedures for problem behaviors must be attached to the form on a separate sheet. This assignment will be completed based upon the rules in the classroom in which students are completing the practicum experience.

NOTES:

Assignments 2, 4-7: Behavior Change Project

Students will complete a behavior change project on a child or group of children in a classroom or other setting. (If you do not have access to an applied setting, please see the instructor to make arrangements for completing your project.) Assignments will require defining a target behavior to increase (the appropriate behavior), defining the problem behavior to decrease, identifying an observation/recording procedure, collecting baseline data, designing and implementing an intervention plan, collecting data on intervention effects, and writing a summary report. This project will be semester-long and you will hand in portions for feedback throughout the semester (see ASSIGNMENTS 2 thru 7 on the course schedule). For all assignments turned in electronically, submissions must be in the form “LastnameAssignmentNumber-5010.doc.” For example, “DoeA1-5010.doc”
 NOTE: Graduate students enrolled in this course are expected to do a more extensive project requiring a single-subject design. If you are a graduate student in this course, please see the instructor to discuss your project. NOTES:

Assignment 3: Excel Tutorial. Students will access an on-line tutorial using Excel spreadsheet software and develop a line graph using data provided by the instructor. The web site is <http://sped.usu.edu/linegraph> NOTES:

RESUBMISSION OF ANY ASSIGNMENT DESCRIBED IN THIS SYLLABUS:

On some occasions, the instructor will ask students to revise and resubmit an assignment because of technical issues that would normally result in substantial loss of most/all points. Resubmitted assignments will be considered for a maximum of **80%** of the original points up to seven calendar days after the due date/time (i.e., 7:15 p.m. the following week). After seven calendar days, resubmitted assignments will receive a score of zero. Only one resubmission will be allowed per assignment. In all cases, assignments should be promptly resubmitted because future assignments are dependent on previous ones. If assignments are not resubmitted, that assignment and all future assignments will be scored zero.

NOTE: Keep a photocopy or electronic backup file of all assignments submitted.

- **Tests 1 and 2.** Test 1 is scheduled on **Monday, October 22**. The date for Test 2 will be announced. Test 1 will cover all readings, handouts, and lecture material from the first half of the course. The session on October 17 will be devoted entirely to Test 1. Test 2 will cover readings, handouts and lecture material from the second half of the course. It will be administered during the final exam period. Arrange to take both tests at scheduled times. *Questions on both tests will be similar in format to those on Study Guides.* Most questions will originate from Study Guides. Twenty to 40% of test questions may originate from lecture. NOTES:
- **Vocabulary Checkout:** Students are expected to become proficient in vocabulary used in special education related to applied behavior analysis. Vocabulary will be worth 20 points and will require 100% fluency. Students will pair off or work with the instructor to pass the list of vocabulary flash cards. One student will present the definitions to the second student and require the second student to name the term. All terms must be named correctly. If a term is misnamed, the student will place the card in a separate stack. All cards in the

separate stack must be named correctly. If necessary, the student may re-study the definitions and make a second attempt to correctly name all terms. Once the student correctly names all terms, the students will reverse roles. By the end of class on **November 26**, students will be required to pass off vocabulary terms with 100% accuracy. NOTES:

- ***Participation and Class Demeanor.*** The instructor expects that each student will actively participate in class discussion. **Participation is defined as** occasional verbal contributions to class discussion/activity that extend and enhance group process. Courteous demeanor is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), and (3) listening (not talking) during lecture or class discussion. Participation and class demeanor are worth a maximum of **50** points assigned at the end of the semester.

Ringling cell phones, talking on cell phones, text messaging, surfing the internet on laptops, and similar activities will result in forfeiture of the entire 50 points. Additional behaviors inconsistent to courteous demeanor, such as arriving late, leaving early, or talking to neighbors during lecture/discussion, will result in significant reduction or forfeiture of the entire 50 points.

- ***Class Activities.*** Occasional class activities will be conducted to enhance readings and projects. These will be valuable opportunities to understand the material in greater detail. Ten points will be awarded for participation in most class activities. Participation is verified by a signature on an activity sign up sheet. The signature must be that of the participating student. If the activity sign up sheet is not signed, participation points will not be awarded. **Notes: First, there are no make-up provisions for students who miss class activities. Second, class activities may be rescheduled to other dates at the discretion of the instructor.**
NOTES:

Accommodations: Please notify the instructor during the first week of class if accommodations are necessary. In coordination with the USU Disability Resource Center (DRC), reasonable accommodation will be provided for qualified students with disabilities. Accommodations and alternate format materials are available through the DRC located at TSC 104 or call 435-797-2444 TTY: 435-797-0740.

Evaluation Procedures**Max. Points Possible**

Study guides (12 study guides x 20 point each)	240
In-class activities (7 activities x 10 points each)	70
Vocabulary checkout	20
Assignments 1-6 (20 points each)	120
Assignment 7	100
Test 1	100
Test 2	100
Participation and class demeanor	50
TOTAL POINTS POSSIBLE	800

Grading System

<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>	<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>
752 - 800	94 - 100	A	608 - 631	76 - 78	C
728 - 751	91 - 93	A-	584 - 607	73 - 75	C-
704 - 727	88 - 90	B+	560 - 583	70 - 72	D+
680 - 703	85 - 87	B	536 - 559	67 - 69	D
656 - 679	82 - 84	B-	below 536	below 67	F
632 - 655	79 - 81	C+			

USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES

USU INCOMPLETE POLICY

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

STUDENTS WITH DISABILITIES

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. Must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

DEPARTMENT POLICIES

GRADING GUIDELINES

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for certification within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching certificate in Utah must receive a background check completed prior to their student teaching experience. To expedite this process, all students planning on student teaching Fall 2004 must submit completed background check forms to the Office of Teacher Certification, Education Building, Room 103, by March 15, 2004. The forms are available in Room 103.