



SPED 3303: SUPPORTING SOCIAL SUCCESS FALL, 2017

*SPED 3303 is a required course for
Special Education EC-12, EC-6, and EC-Generalist Teacher Certification.*

College of Education, Department of DEPARTMENT NAME

Instructor: Dr. Jaime B. Durán
OFFICE LOCATION: TEC 127C
P.O. Box 2119
Huntsville, Texas 77341
PHONE NUMBER: 979-294-1122
EMAIL ADDRESS: jbd023@shsu.edu
Office hours: Tuesday and Thursday 10 am- 2 pm and 3:30 pm -5 pm; by
appointment

Class Format: Lecture / Face-to-Face Instruction
Class day and time: Tuesday and Thursday 2-3:20 pm
Class location: TEC 111E

Course Description: This course addresses a variety of instructional techniques that can be utilized to change, maintain, increase, or decrease individual and group behaviors. Proactive behavioral intervention techniques from a variety of theoretical models are examined. Behavioral change strategies emphasize functional assessment principles, positive behavioral supports, and self-management. The basic principles, tools, and techniques of communicating with parents of children with disabilities and implementing parent education programs also are addressed. **Prerequisite:** [SPED 2301](#).

Textbooks: Wheeler, J. J., & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports* (3rd ed.). Boston, MA: Pearson.

e-text: <http://www.mypearsonstore.com/bookstore/behavior-management-principles-and-practices-of-positive-9780133366372?xid=PSED>

Course Objectives: The following objectives will be met during this course:

1. Understanding behavior in children and youth:
 - a. Compare various perspectives on understanding behavior in children and youth
 - b. Discuss the foundations and applications of applied behavior analysis
 - c. Summarize the characteristics of positive behavior supports across learners and learning environments
2. Ensuring ethical practices in the delivery of positive behavior supports:
 - a. Illustrate organizing themes for understanding ethical behavior support practices
 - b. Explain how positive behavior supports adheres to ethical standards of conduct

- c. Evaluate the extent to which behavior interventions are consistent with ethical standards
- 3. Prevention through effective instruction:
 - a. Identify the role of setting events and antecedents in preventing challenging behaviors
 - b. Describe the methods used to assess antecedents
 - c. Demonstrate antecedent management strategies that can be used to support positive student behaviors
- 4. Partnering with families:
 - a. Discuss the six types of involvement from the Epstein model of family-professional partnerships
 - b. Differentiate among the key terms and concepts related to partnerships, collaboration, and involvement
 - c. Demonstrate examples of the desired roles of families in systems of positive behavior supports
- 5. Understanding functional behavior assessment:
 - a. Describe the key components of functional behavior assessment
 - b. Examine the tools used to assess challenging behaviors
 - c. Identify approaches for developing behavior support plans
- 6. Planning behavior supports:
 - a. Discuss the role of planning in each level of positive behavior support systems
 - b. Outline behavior support plans at each level of positive behavior support systems
 - c. Compare and contrast individualized approaches for planning supports
- 7. Using reinforcement to increase appropriate behavior:
 - a. Describe positive and negative reinforcement
 - b. Identify classes and types of positive reinforcement
 - c. Illustrate methods for using positive reinforcement with learning environments
- 8. Teaching positive replacement behaviors:
 - a. Summarize methods for selecting positive replacement behaviors
 - b. Identify key considerations for designing instructional plans utilizing replacement behaviors
 - c. Design plans for teaching replacement behaviors
- 9. Reducing challenging behavior:
 - a. Distinguish among the factors that influence challenging behaviors
 - b. Describe the range of possible interventions for reducing challenging behaviors
 - c. Compare and contrast the costs and benefits associated with the reduction of challenging behaviors
- 10. Quality of life and self-determination:
 - a. Describe the concepts of quality of life and self-determination
 - b. Explain the inter-relationship between these concepts and positive behavior supports
 - c. Summarize the 12 teaching components of self-determination
- 11. Evaluating positive behavior supports:
 - a. Explain the place of evaluation as a component of positive behavior supports
 - b. Compare evaluation methods appropriate for schoolwide behavior supports to those used for individual child interventions

- c. Analyze key issues associated with evaluating schoolwide and individual positive behavior supports

A matrix that aligns course objectives, activities, assessments, and standards can be viewed on the course Blackboard site.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends)

Important: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

Course/Instructor Requirements:

1. **Class attendance and participation:** Students are expected to attend and participate in all class sessions. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the following pages).
2. **Class preparation:** There are assigned readings for each class session. The expectation is for students to complete the assigned readings prior to the start of class. This will allow us to use our class time to more meaningfully delve into important topics and to deepen our learning. Utilize the chapter introductions, summaries, and headings to help navigate the readings and to identify the most salient and essential content.
3. **Timely submission of assignments:** Time management and the ability to meet deadlines are important skills required of all professionals in K-12 settings. It is expected that all assignments will be submitted by the identified due date and time. Points will be deducted for late assignments.

Course Outline

Assignments:

1. **Attending class (10 points):** In this course, class attendance is considered an assignment. The act of being physically present and accountable is an important professional characteristic, particularly when working with vulnerable children, adolescents, and their families. The scale for attendance points is detailed in “Grades” below.
2. **Application and analysis assignments (20 points):** There are two (2) application and analysis assignments. Each assignment is worth 10 points. These assignments will be applied and/or reflective activities that encourage students to think more deeply about the course content and to begin to integrate the new learning into their professional habits of mind. The instructor will issue each assignment and rubric at the end of the class session prior to the due date. Each assignment and rubric will also be posted on the course Blackboard site. If a student is absent, it is her/his responsibility to download and complete the assignment. *Due on and*.
3. **Online exams (30 points):** There are two (2) online exams. Each exam is worth 15 points. The exams will be based on information from course readings, class session content, and in-class activities. The exams are designed to measure the extent to which students are gaining knowledge

and comprehension of the course content. The exams will be posted on the course Blackboard site according to the syllabus schedule. Students are expected to download and complete each exam by the specified due date. *Due on and*.

4. **Behavior intervention paper (20 points):** Students will research and write a paper that outlines and describes a positive behavior intervention/support program for a student or group of students with a common set of behaviors. The paper will be geared toward teachers and parents, will include direct references from scholarly books and journals, and will outline at least five specific strategies/solutions for helping teachers and parents support positive, pro-social behaviors. A detailed assignment description and rubric will be issued at the class session indicated in the syllabus. The paper will be 3-4 pages plus a one-page data collection form. APA format is required. Depending on the needs of the College of Education, students may be required to submit this assignment into the *Tk20* assessment system. *Due on*.
5. **Behavior change project (20 points):** Students will complete a behavior change project for a target behavior that they are interested in changing. This assignment will require defining a target behavior to increase, defining a problem behavior to decrease, identifying an observation/recording procedure, collecting data, graphing data, and describing the results of the behavior change project. A detailed assignment description and rubric will be issued at the class session indicated in the syllabus. *Due on*.

Grades:

Course grades will be determined based on the following points (100 points total):

- Attendance (10 points)*
- Application and analysis assignment #1 (10 points)
- Application and analysis assignment #2 (10 points)
- Online exam #1 (15 points)
- Online exam #2 (15 points)
- Behavior intervention paper (20 points)
- Behavior change project (20 points)

*Attendance grades are calculated on the below scale.

- 0-2 absences = 10 points
- 3 absences = 6 points
- 4 absences = 3 points
- 5 or more absences = 0 points

The scale for final course grades is:

- A = 94-100 points
- B = 85 – 93 points
- C = 75 – 84 points
- D = 60 – 74 points
- F = 0 – 59 points

Schedule

Dates	Topic/Learning Objectives	Assignments/Activities/Due Dates
Week 1 8/24	<p>Course introduction:</p> <ul style="list-style-type: none"> ○ Establish a comfort level within our learning environment ○ Identify course objectives, expectations, and assignments ○ Examine key issues related to the identification and support of human behavior in school settings 	<p>Read Chapter 1- Due 8/28</p> <p>Submit Introduction- Due 8/28</p> <p>Compare and Contrast Theoretical Models- Due 8/30</p>
Week 2 8/29,31	<p>The 8/29 class session will be online. It will consist of an application and analysis assignment that is due on 8/31.</p> <p><u>Understanding Behavior in Children and Youth:</u></p> <ol style="list-style-type: none"> 1. Describe the various theoretical models used to explain human behavior. 2. Provide a synthesis of each of these models and offer a comparative analysis as to the strengths and the limitations of each of these perspectives. 3. Describe how positive behavior supports has evolved both in terms of theoretically and legislatively over time. 4. Identify the facets of PBS that make it uniquely different from ABA. 5. Describe the functional utility of each of the models discussed in the chapter with respect to addressing and preventing challenging behavior among children and youth across educational settings. 	<p>Read Chapter 2- Due 9/4</p>
Week 3 9/5, 7	<p><u>Partnering with Families</u></p> <ol style="list-style-type: none"> 1. Describe how general education reform and special education reform have affected the partnerships between families and professionals, and how education reforms are relevant to positive behavior supports. 2. List and describe the six types of involvement from the Epstein model of family-professional partnerships. 3. Discuss the historical and current roles of families in special education. 4. Delineate the legislative mandate for partnerships and parent involvement. 5. Define and differentiate among the terms <i>partnership, empowerment, collaboration, parent involvement, and family-centered supports and services</i>. 6. Describe and provide examples of the desired roles of families in the development, implementation and evaluation of positive behavior supports. 	<p>Read Chapter 3</p>

	7. Summarize research literature which supports the roles of families related to positive behavior support.	
Week 4 9/12,14	Prevention through effective instruction: <ul style="list-style-type: none"> ○ Identify the role of setting events and antecedents in preventing challenging behaviors ○ Describe the methods used to assess antecedents ○ Demonstrate antecedent management strategies that can be used to support positive student behaviors 	
Week 5 9/19, 21	The 9/19 class session will be online . It will consist of an application and analysis assignment that is due on 9/21. Partnering with families: <ul style="list-style-type: none"> ○ Discuss the six types of involvement from the Epstein model of family-professional partnerships ○ Differentiate among the key terms and concepts related to partnerships, collaboration, and involvement ○ Demonstrate examples of the desired roles of families in systems of positive behavior supports 	
Week 5 9/26, 28	Understanding functional behavior assessment (part 1): <ul style="list-style-type: none"> ○ Describe the key components of functional behavior assessment ○ Examine the tools used to assess challenging behaviors ○ Identify approaches for developing behavior support plans 	
Week 6 10/3, 5	Understanding functional behavior assessment (part 2): <ul style="list-style-type: none"> ○ Describe the key components of functional behavior assessment ○ Examine the tools used to assess challenging behaviors ○ Identify approaches for developing behavior support plans 	
Week 7 10/10, 12	Exam 1- <i>The exam is an online format. Students are expected to work on the exam at home. The final product is due by the start of class on Mar. 7th.</i>	
Week 8 10/17, 19	Planning behavior supports: <ul style="list-style-type: none"> ○ Discuss the role of planning in each level of positive behavior support systems ○ Outline behavior support plans at each level of positive behavior support systems ○ Compare and contrast individualized approaches for planning supports 	
Week 9	Using reinforcement to increase appropriate	

10/24, 26	behavior: <ul style="list-style-type: none"> ○ Describe positive and negative reinforcement ○ Identify classes and types of positive reinforcement ○ Illustrate methods for using positive reinforcement with learning environments 	
Week 10 10/31, 11/2	Teaching positive replacement behaviors: <ul style="list-style-type: none"> ○ Summarize methods for selecting positive replacement behaviors ○ Identify key considerations for designing instructional plans utilizing replacement behaviors ○ Design plans for teaching replacement behaviors 	
Week 11 11/7, 9	Reducing challenging behavior: <ul style="list-style-type: none"> ○ Distinguish among the factors that influence challenging behaviors ○ Describe the range of possible interventions for reducing challenging behaviors ○ Compare and contrast the costs and benefits associated with the reduction of challenging behaviors 	
Week 12 11/14, 16	Quality of life and self-determination: <ul style="list-style-type: none"> ○ Describe the concepts of quality of life and self-determination ○ Explain the inter-relationship between these concepts and positive behavior supports ○ Summarize the 12 teaching components of self-determination 	
Week 13 11/21	Evaluating positive behavior supports: <ul style="list-style-type: none"> ○ Explain the place of evaluation as a component of positive behavior supports ○ Compare evaluation methods appropriate for schoolwide behavior supports to those used for individual child interventions ○ Analyze key issues associated with evaluating schoolwide and individual positive behavior supports 	
Week 14 11/28, 30	Exam 2- <i>The exam is an online format. Students are expected to work on the exam at home. The final product is due by the start of class on Apr. 25th.</i>	
Week 15 Finals		

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)

- [Student Absences on Religious Holy Days #861001](#)
- [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: We will strive to use technology to support and enhance our learning in this course. There will be times that are designated as “device free” and other times in which the use of handheld and other technologies will be encouraged. The course instructor will make explicit the expectations for technology usage at each class session.
 - Technology during exams: Technology is allowed during exams. Specific instructions will be provided that outline the acceptable use for each exam.
 - Technology in emergencies: If there are emergency circumstances or other situations that dictate that you need access to handheld or other technologies, please notify the instructor. The use of technology is encouraged in these circumstances.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

Students are expected to attend and participate in all class sessions. This means coming to class prepared and engaging in discussions, small group- and large group- activities, and lectures and other presentations. Students are encouraged to take risks, ask questions, and support each other in their learning. Not all students are comfortable speaking in group situations. If you are not comfortable speaking in small group- or large-group situations, please let me know. We will work together to develop ways in which you can be comfortable and an active participant in the course material. Class attendance constitutes a portion of the final course grade (see “Assignments” and “Grades” on the previous pages).

Course Expectations

See “Course/Instructor Requirements” above.

Bibliography

- Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson.
- Algozzine, B., & Algozzine, K. M. (2009). Facilitating academic achievement through schoolwide positive behavior support. In W. Sailor G. Dunlap, G. Sugai, & R. H. Horner (Eds), *Handbook of positive behavior support* (pp. 521-550). New York: Springer.
- Claes, C., Van Hove, G., Vandeveld, S., JosvanLoon, J., & Schalock, R. (2012). The influence of supports strategies, environmental factors, and client characteristics on quality of life-related personal outcomes. *Research in Developmental Disabilities*, 33, 96-103.
- Fallon, L. M., O'Keeffe, B. V., & Sugai, G. (2012). Consideration of culture and context in school-wide positive behavior support: A review of current literature. *Journal of Positive Behavior Interventions*, 14(4), 209-219.
- Fox, L., Carta, J., Dunlap, G., Strain, P., & Hemmeter, M. L. (2010). Response to intervention and the Pyramid Model. *Infants and Young Children*, 23, 3-14.
- Horner, R. H., Kincaid, D., Sugai, G., Lewis, T., Eber, L., Barrett, S., Rossetto Dickey, C., Richter, M., Sullivan, E., Boezio, C., Algozzine, B., Reynolds, H., & Johnson, N. (2014). Scaling up school-wide positive behavioral interventions and supports: The experiences of seven states with

- documented success. *Journal of Positive Behavioral Interventions*, 16, 197-208.
- Kauffman, J. M., & Landrum, T. J. (2013). *Characteristics of emotional and behavioral disorders of children and youth* (10th ed.). Boston, MA: Pearson.
- Moyson, T., & Roeyers, H. (2012). 'The overall quality of my life as a sibling is all right, but of course, it could always be better.' Quality of life of siblings of children with intellectual disability: The siblings' perspective. *Journal of Intellectual Disability Research*, 56(1), 87-101.
- Sprague Effland, V., Walton, B. A., & McIntyre, J. S. (2011). Connecting the dots: Stages of implementation, wraparound fidelity, and youth outcomes. *Journal of Child and Family Studies*, 20, 736-746.
- Sugai, G., O'Keeffe, B. V., & Fallon, L. M. (2012). A contextual consideration of culture and school-wide positive behavior support. *Journal of Positive Behavior Interventions*, 14, 197-208.
- Turnbull, A. P., Turnbull, H. R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust*. Boston, MA: Merrill/Prentice Hall.
- Wheeler, J. J., & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports* (3rd ed.). Boston, MA: Pearson.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.