

## **SPED 6321: OUTCOMES IN BEHAVIOR INTERVENTIONS**

**Fall 2017**

**7 ½ - Week Course**

*SPED 6321 is a required course for Masters in Special Education and Educational Diagnostician Certification.*

**College of Education, Department of Language, Literacy and Special Populations**

**Instructor:**

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By Appointment: SHSU, TWC, or Virtual Meeting

**Hurricane Harvey  
Revision  
Sept. 5, 2017**

**Class Format:** Online through Blackboard

**Class day and time:** New materials for units will be posted every Monday for the next week

**Class location:** Online through Blackboard

**Course Description:** This course presents methods and procedures of Applied Behavior Analysis including antecedent manipulations, consequence manipulations, and teaching functionally equivalent responses. Behavior analytic methods and curriculum for the education of children with disabilities will be emphasized. Ethics for behavioral interventions will also be presented.

**Textbooks:**

Umbreit, J., Ferro, J., Liaupsin, C. J., & Lane, K. L. (2007). Functional behavioral assessment and function-based intervention: An effective, practical approach. Upper Saddle River, NJ: Pearson Education, Inc.

**TK 20: You do need TK 20 to upload the Case Study for the Course Project**

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

1. Describe major principles of classroom management from behavioral and ecological/system theories – Including mental health, correctional, and community-based perspectives.
2. Cite major characteristics of students requiring teacher management and awareness, including multicultural concerns and issues.
3. Utilize behavioral observation techniques in order to link assessment with instruction and employ charting/graphing procedures for record-keeping.
4. Utilize a variety of informal and functional assessment techniques for planning function-based interventions as well as academic and literacy-based interventions.
5. Conduct research-based behavior management programs involving (a) increasing student

motivation and self-control, (b) increasing socially appropriate behavior, and (c) decreasing challenging and inappropriate student behaviors. Strategies include problem solving, pre-referral interventions, crisis management, and conflict resolution.

6. Cite major intrinsic, extrinsic, ecological/setting events, and classroom factors; including the impact of teacher behavior on student behavior.
7. Utilize antecedent interventions designed to prevent, minimize, anticipate, or pre-correct undesired, inappropriate, and antisocial student behavior.
8. Utilize specific methods, involving consultation and collaborative planning, for facilitating maintenance and transfer of behavior change, including the provision of modifications and positive behavioral supports in transitional programs.
9. Utilize specific instructional methods for fostering self-management skills, internal attributions, self-determination, and ownership with students.
10. Select appropriate curricula and utilize instructional procedures, including direct instruction in replacement behaviors, designed to facilitate students' social competence and performance with peers, teachers, parents, and authority figures.
11. Conduct efficient and effective research-based academic and literacy instruction as a primary means of classroom management.
12. Utilize techniques of effective communication to facilitate parental involvement in special education programs.
13. Communicate educational information to parents regarding due process rights, procedural safeguards, and specific home-based strategies for behavior management and for promoting the academic and literacy growth of students with disabilities.
14. Develop an individual philosophy, personal theory, and set of ethical beliefs about behavior management programs and practices.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed at this [link](#).

**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 fundamental principles, generalizations, or theories & Developing specific skills, competencies, and points of view needed by professionals in the field of special education

#### **Course/Instructor Requirements:**

- You will need TK20 for this course to upload the Case Study
- **Online Behavior Expectations:**
  1. **Do not write in all CAPITALS.** If you write in capitals, it seems as if you are shouting. This can be misinterpreted and may trigger an unwanted negative response from readers. Therefore, try not to post or email anything in all caps.
  2. **Do not send email or post information that is confidential.** Sending an email is a permanent product, and confidential information should remain confidential. If you don't want your email or post to be displayed on a bulletin board, please do not send it. Moreover, never make libelous, sexist, or racially discriminating comments in emails or posts, even if they are meant to be a joke. If you have something confidential to

discuss, please see the instructor during office hours or make other arrangements to discuss the situation privately.

3. **Avoid hoaxes, viruses, or chain letters.** Do not use the online platform or the course listserve to send out junk emails or viruses. All communication for this course should be related to class materials.
  4. **Be sure to include a meaningful subject line.** If you need to email the course instructor, please identify the subject of your inquiry in the subject line. This will help clarify your message, and alert your professor to anything that requires immediate attention.
  5. **Emailing the course instructor.** Given the amount of emails that the course instructor receives, please be as concise and clear in your email as possible. This includes using a greeting that identifies your class section, using conventional writing techniques (i.e., standard spelling, punctuation, and capitalization), writing clear paragraphs, and using a friendly and cordial tone.
  6. **Office Hours:** See page 1. You may also schedule an appointment to meet with me at SHSU, The Woodlands Center, or on a Virtual Meeting using Skype or Zoom.
- **Blackboard Learning System Process**
1. It will be to your advantage to follow this process to ensure that you will receive the greatest benefit from the course and the grade that you desire to earn.
  2. Check online course mail and SHSU mail daily to see if there have been any changes in the assignments or something that may affect your grade.
  3. You should review the calendar for the month and each week. Review the current week and the next week to see what readings, assignments, and exams that will be coming up for the weeks and months ahead.
  4. Readings must be completed each week so you will be prepared for the exams and online assignments. Readings will be available on a weekly basis.
  5. Assignments must be completed on or before the due date. No assignment will be accepted on paper or through email. All exams are online and must be completed within a three-hour timeframe on the date specified. There will be no makeup exams.
  6. Read the instructions for each assignment and rubric carefully and thoroughly. Do not assume that each assignment will be completed in the same manner. Do not attempt to complete the assignments without reading the assigned texts or journal article. “In your own words” means answer the questions in your words, NOT quoting the entire article or paragraph from the article. Furthermore, it does NOT mean “in your opinion.”
  7. Assignments must be submitted through Blackboard. The instructor will not be responsible for finding your assignment if submitted through any other medium, either hard copy or email. It is the student’s responsibility to have a working knowledge of Blackboard. If the student does not have the knowledge to use this system effectively, they must contact the Delta Center immediately, so training can be scheduled.
  8. Assignments must be submitted in Microsoft Word 2003 or later.
- **No field experience is required for this class.**

## Course Outline

### Assignments

This course will consist of:

- **Two online tests** (100 points each)- A total of two tests (midterm, final) will be administered, and test items will include information from the text, lecture notes and supplements, and class/online discussions.
- **Five Three online assignments** (10 points each)- Five online assignments will be required throughout the semester. These assignments may include online journal reviews, questions generated from assigned readings or text, and/or responses to ethical issues involving behavioral assessments and manipulations.
- **Five Four online group discussions with questions** reduced from readings and text (10 points each)- Students will read the assigned class texts. ~~Five~~ Two weekly discussions will take place on Blackboard, in which students are given the opportunity to express their views and opinions of the literature. Each student must respond to each assigned discussion and respond to at least one peer.
- ~~A legalities and ethics project (80 points)- Each student will reflect on the ethics and legalities behind using restraints and seclusion within an educational environment and prepare a 4-5 page response that is grounded in state and national law. Assignment specifics are located in the assignment section on Blackboard. NOTE: Implications of the new Texas Law regarding cameras in certain Special Education classrooms must be included in the project discussions and decisions.~~
- **A final case study** (60 points)- 4- 5 pages (body of the report) Each member of the class will select a ~~student from a k-12 school~~ person or animal with a difficult to manage behavior, and create a profile, conduct a behavioral assessment, and develop and implement a behavior intervention plan. Assignment specifics are located in the assignment section on Blackboard.
- **Extra Credit (20 points):** (1) *Select one of the topics below.* (2) **Write a 4-page 2-page article**, single-spaced, review and recommendations for intervention practices in your area of work, APA format, minimum of **6 3 quality reference articles** – the reference page is in addition to **the 4 3 pages in #2.** (3) *Sections: Introduction of topic, literature review, summary of the research/evidence-based findings you consider feasible for your job responsibility or school, and the Recommendations – which of the intervention practices would you use in your job role or school, why did you select that intervention, and what are your recommendations to yourself or your school in the implementation of that practice. Topics:*
  - *Positive Behavior Intervention and Supports, Texas Law, and one example of a district model that implements PBIS*
  - *The role of the FBA in RTI: The model, the process, and a results-driven approach*
  - *The FBA-based Behavior Intervention Plan as a component of Tier III RTI*
- You are responsible for reading the required text book and journal articles, as well as for reviewing all materials, turning in assignments/projects/papers in a timely manner, and taking all tests.

### Grades

440 Total Points

A = 440-405    100% - 92%

B = 404-360    91% - 82%

C = 359-310    81% - 70%

F = < 310

## Schedule

WEEKS	READING/VIDEOS	DUE DATES
<b>WEEK 1</b> August 23- August 25  <b>Completed</b>	<b>Read information items on the Week 1 Page:</b> Planning Your Schedule; Using Required Resources; the SPED 6321 Case Study Information; and Extra Credit opportunity <b>Read Ch. 1</b> <b>Read/View Materials in Intro to SPED</b> <ul style="list-style-type: none"> <li>➤ Legal Foundations</li> <li>➤ Legal Definitions</li> <li>➤ IDEIA</li> <li>➤ Yell et al., 2006</li> </ul>	<del>8/30—Last day to register and to process schedule changes</del> <del>9/8—Last day to drop courses without a “Q” grade and receive a 100% refund—Census Day</del>
<b>Unit #2</b>  <b>WEEK 2</b> August 28- Sept. 1	<b>Read Chs. 2-3</b> <b>View Materials in Intro to SPED and FBA folder</b> <ul style="list-style-type: none"> <li>➤ Handley, et al., 2003</li> <li>➤ See Week 1 Video Posted in Media Gallery regarding Case Studies videos</li> </ul>	<del>8/30—Last day to register and to process schedule changes</del>  <u>Self-Paced</u> <b>Discussion Board 1</b> <b>Online Assignment 1</b>
<b>Unit #3</b>  <b>WEEK 3</b> Sept. 4—Sept 8	<b>Read Chs 4-6</b> <b>Read Chapter Reviews and PPTs</b> <b>View Video slides 15-37</b> <b>Read journal articles in Journal folder</b> <ul style="list-style-type: none"> <li>➤ Kamps et al., 2006</li> <li>➤ Carr et al., 2000</li> <li>➤ Hagopian, et al., 1998</li> <li>➤ Mooney, et al., 2005</li> <li>➤ Patton et al., 2006</li> </ul> <b>Read materials in Additional Information folder</b> <ul style="list-style-type: none"> <li>➤ ABC 1&amp;2</li> <li>➤ ABC &amp; MAS</li> <li>➤ Functional Assessment Observations</li> <li>➤ IRIS FBA Module</li> <li>➤ Wright’s Law Definitions</li> <li>➤ Ideas that Work</li> <li>➤ Determining the Meaning of Challenging Behavior</li> <li>➤ OSEPs Response to FBA</li> <li>➤ Replacement Behaviors checklist</li> </ul>	<del>9/8 - Last day to drop courses without a “Q” grade and receive a 100% refund- Census Day</del>  <u>Self-Paced</u> <b>Discussion Board 2</b> <b>Online Assignment 2</b> <del><b>Discussion Board 3</b></del>
<b>Unit #4</b>  <b>WEEK 4</b> Sept. 11— Sept. 15	<b>Read Chs 7-9</b> <b>Read Chapter Reviews and PPTs</b> <b>View Video slides 38-70</b> <b>Read journal articles in Journal folder</b> <ul style="list-style-type: none"> <li>➤ Erbas &amp; Yucesoy, 2006</li> <li>➤ Harvey et al., 2003</li> <li>➤ Barrish et al., 1969</li> <li>➤ Horner, et al., 2005</li> <li>➤ Touchette, et al., 1985</li> </ul> <b>Read materials in Additional Information folder</b>	<u>Self-Paced</u> <del><b>Online Assignment 3</b></del> <b>Discussion Board 4</b> <b>Online Assignment 4</b> <b>Midterm Test 1</b>

	<ul style="list-style-type: none"> <li>➤ IRIS Module: Disruptive and Non-compliant Behaviors Part 1 &amp; 2</li> <li>➤ IRIS Module: Helping Students Become Independent Learners</li> <li>➤ Interval Recording, 3 Behaviors, 3 Students</li> <li>➤ Functional Assessment Observations</li> <li>➤ Frequency Recording Parts 1 &amp; 2</li> </ul>	
<b>Unit #5</b>  <b>WEEK 5-</b> Sept. 18- Sept. 22	<b>Read</b> Chs 10-12 <b>Read</b> Chapter Reviews and PPT's <b>View</b> Videos <ul style="list-style-type: none"> <li>➤ Case Studies Introduction</li> <li>➤ Case Study: Shane</li> <li>➤ Case Study Tracey</li> </ul> <b>Read</b> journal articles in Journal folder <ul style="list-style-type: none"> <li>➤ Lo &amp; Cartledge, 2006</li> <li>➤ Etscheidt, 2006</li> <li>➤ Magg &amp; Katsiannis, 2006</li> <li>➤ Bucalos &amp; Lingo, 2005</li> </ul>	<u><b>Self-Paced</b></u>  <b>Ethics Project</b> <b>Online Assignment 5</b> <b>Discussion Board 5</b>
<b>Unit #6</b>  <b>WEEK 6-</b> Sept. 25- Sept. 29	<b>Read</b> Ch 13 <b>Read</b> Ch 13 and Chs 14-16 Summaries <b>Read</b> Kamps et al., 2006 <b>Read</b> materials in Additional Information folder <ul style="list-style-type: none"> <li>➤ IRIS Module: Developing a Comprehensive Behavior Management System</li> <li>➤ IRIS Module: Developing Your Own Comprehensive Behavior Management Plan</li> <li>➤ Using Excel to Create Charts and Graphs</li> </ul> <b>View</b> The Behavior Game	<del>9/29 – Last day to drop with a “q” grade for 7.5 week courses</del>  <u><b>Self-Paced</b></u> <b>Extra Credit Due (Optional)</b>
<b>Unit #7</b>  <b>WEEK 7</b> Oct. 2- Oct. 6	<b>Case Study Writing Week</b> <ul style="list-style-type: none"> <li>➤ Complete review of the intervention data</li> <li>➤ Develop analysis of the intervention results and recommendations</li> <li>➤ Write the report</li> <li>➤ Meet with Academic Success Center before submitting your Case Study</li> </ul> <b>Prepare for the Final</b>	<u><b>Self-Paced</b></u>
<b>Final Unit</b>  <b>WEEK 7.5-</b> Oct. 9- Oct. 12 Oct. 13 - Final	<b>Finals Week for 7.5 Week Courses</b> October 11 – last day of class Review for Exam Take Final Exam	<b>DUE DATES REMAIN THE SAME</b>  Oct. 11 – Case Study Due Submission link for the Case Study – Self-Paced (it is open) Oct. 13 – Final Exam; Test #2

## 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: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- 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

Attendance will be checked weekly, and students are expected to look at the course shell daily. Failure to log in during the week will result in the loss of a letter grade. This is a 7.5-week course. The materials for each week open on Monday and close on Sunday evenings when most assignments are due. Check the Syllabus for due dates. **DUE TO HURRICANE HARVEY, THE COURSE IS NOW SELF-PACED.**

### Course Expectations

Students are expected to complete all course assignments and communicate with peers in a critical but fair manner in discussion boards. All assignments should use in text citations and references according to the current APA style. The major assignments require a running cover sheet, running head, pagination, etc. in addition to the aforementioned. You must use the Academic Success Center before submitting your final course project, the Case Study.

**You need to check your email and Blackboard every day.**



## **Bibliography**

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**Suggested APA Resources:**

Web-based resources: <http://www.apastyle.org/> or  
<http://www.wooster.edu/psychology/apa-crib.html> or  
<http://webster.commnet.edu/apa/> or  
<http://owl.english.purdue.edu/owl/resource/560/01/> or  
<http://www.wisc.edu/writing/Handbook/DocAPA.html>

## 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.