



SPED 3303: SUPPORTING SOCIAL SUCCESS

Spring, 2018

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

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

Instructor: Dr. Jaime B. Durán

OFFICE: TEC 127C
P.O. Box 2119
Huntsville, Texas 77341

PHONE NUMBER: 936-294-1122

EMAIL ADDRESS: jbd023@shsu.edu

OFFICE HOURS: Monday 9:30 am- 1:30 pm, Wednesday 9:30 am- 12:30 pm and 3:00 pm- 5:00 pm, anytime online through Blackboard Virtual Office or Skype, or by appointment

Class Format: Online through BlackBoard

Class day and time: New materials will be posted every Wednesday at 12 am.

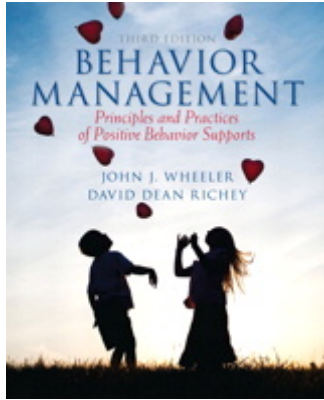
Class location: Online through BlackBoard

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. Positive Behavior Intervention and Supports and Functional Behavior Analysis are emphasized. **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. 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
3. 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
4. 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
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. 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
8. 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
9. 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
10. 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
11. 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

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 (all assignments are worth 100 points and are weighted):

1. **Attendance/Participation:** 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. Attendance will be documented by taking the Chapter Pre-tests. Chapter pretests are available when each module opens every Wednesday and will be available until Friday at 11:59 pm. Pre-tests will not be available after the deadline and you will lose attendance credit for the week if you do not complete your Pre-test. In addition, some modules will have assignments that will be marked complete/incomplete. Failure to complete either the pre-test or the assignment will result in the loss of attendance/participation credit.
2. **Chapter Quizzes:** Chapter quizzes will be completed online and will be accessible from Saturday midnight until Tuesday 11:59 pm. Quizzes will not be available after the deadline. All quizzes will be 10 multiple choice questions.
3. **Discussion Boards:** Discussion boards will be group assignments. Each discussion board will have a prompt to which each group member must respond. Each group member must respond to every group member and the group will submit a paper by the end of the week.
4. **Application and analysis assignments:** There are two (2) application and analysis assignments. Each assignment is worth 100 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.
5. **Online exams:** There are two (2) online exams. Each exam is worth 100 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 complete each exam by the specified due date..
6. **Functional Behavior Analysis project:** Students will complete a Functional Behavior Analysis project for target behaviors that they are interested in changing. This assignment will require gathering data to defining a behavior to increase, to define a problem behavior to decrease, and to identify an observation/recording procedure. Next, students will outline at least four specific strategies/solutions for helping teachers and parents support positive, pro-social behaviors, and select appropriate interventions to address the target behaviors. Then students will collect data and graph data and describe the results of the functional behavior analysis. A detailed assignment description and rubric will be issued at the class session indicated in the syllabus.

Grades:

Course grades will be determined based on the following weights:

1. Attendance/Participation- 10%
2. Chapter Quizzes- 10%
3. Discussion Boards- 20%
4. Application and analysis assignment #1 and #2- 20%
5. Online exam #1 and #2- 20%
6. Behavior change project- 20%

*Attendance grades are calculated based on a percentage attendance of the 15 weekly classes.

For example, if you miss 1 class, your attendance grade will be 93% since $14/15 = 93.33$

Final course grades are:

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

Schedule: Dates are subject to change. The dates in Blackboard are the definitive dates.

Date	Chapter Title	Due
*the bolded dates in this column are the due dates for completion of all assignments in the unit.		<ul style="list-style-type: none"> This course requires 9 hours of study per week!
Week 1 <i>Module 1</i> 1/17-1/23	Obtain textbooks. Review course and preview Chapter 1	<ul style="list-style-type: none"> View introductory video Begin reading Chapter 1 Create Compare and Contrast Theoretical Models Notes Post Introduction Multimedia Presentation to Discussion Board Reply to peers Multimedia presentations View Introduction to FBA project
Week 2 <i>Module 2</i> 1/24-1/30	Ch. 1- Understanding Behavior in Children and Youth	<ul style="list-style-type: none"> Pre-test Discussion Board- Initial Post Chapter 1 Quiz
Week 3 <i>Module 3</i> 1/31-2/6	Ch. 2-Partnering with Families	<ul style="list-style-type: none"> Pretest Identify Student/Parent Permission Discussion Board- Final Paper Chapter 2 Quiz

Week 4 <i>Module 4</i> 2/7-2/13	Ch. 3- Ensuring Ethical Practices	<ul style="list-style-type: none"> • Pretest • Discussion Board- Initial Post • Chapter 3 Quiz
Week 5 <i>Module 5</i> 2/14-2/20	Ch. 4- Prevention through Effective Instruction	<ul style="list-style-type: none"> • Pretest • Interviews & Motivation Assessment Scale • Discussion Board- Final Paper • Chapter 3 Quiz
Week 6 <i>Module 6</i> 2/21-2/27	Ch 05 Understanding FBA	<ul style="list-style-type: none"> • Pretest • Application and Analysis #1 • Chapter 5 Quiz
Week 7 <i>Module 7</i> 2/28-3/6	Ch 06 Single-Subject Design	<ul style="list-style-type: none"> • Pretest • Identify and Describe Target Behaviors • Discussion Board- Initial Post • Chapter 6 Quiz
Week 8 <i>Module 8</i> 3/7- 3/20 <i>Spring Break</i> 3/12-3/16	Midterm Exam	<ul style="list-style-type: none"> • Midterm Exam
Week 9 <i>Module 9</i> 3/21-3/27	Ch 07 Planning Behavior Supports	<ul style="list-style-type: none"> • Pretest • Interventions/Data Collection Forms • Discussion Board- Initial Post • Chapter 7 Quiz
Week 10 <i>Module 10</i> 3/28-4/3	Ch 08 Evaluating PBS	<ul style="list-style-type: none"> • Pretest • Application and Analysis #2 • Discussion Board- Final Paper • Chapter 8 Quiz
Week 11 <i>Module 11</i> 4/4-4/10	Ch 09 Using Reinforcement to Increase Appropriate Behavior	<ul style="list-style-type: none"> • Pretest • Baseline Data on Graph • Discussion Board- Initial Post • Chapter 9 Quiz
Week 12 <i>Module 12</i> 4/11-4/17	Ch 10 Teaching Positive Replacement Behaviors	<ul style="list-style-type: none"> • Pretest • Post Intervention Data • Discussion Board- Final Paper • Chapter 10 Quiz
Week 13 <i>Module 13</i> 4/18-4/24	Ch 11 Reducing Challenging Behavior	<ul style="list-style-type: none"> • Pretest • What I Learned • Chapter 11 Quiz

Week 14 4/25- 5/4	Behavior Intervention Paper	<ul style="list-style-type: none"> 5/4- Last day to resign by 5 pm in the Registrar's office.
Week 15 5/7-5/10	Final Exam	<ul style="list-style-type: none"> Final Exam available 5/5 through 5/10

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). NewYork: 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 and 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.