



## SPED 3303: BEHAVIORAL INTERVENTIONS AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION, 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. Leena Landmark  
Box 2119, Huntsville, Texas 77341  
936-294-1114  
[landmark@shsu.edu](mailto:landmark@shsu.edu)

**Office Location:** TEC 136

**Office Hours:** Mondays, Wednesdays 11:00 am – 3:30 pm and by appointment

**Class Format:** Online

### **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:**

#### **Required**

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

### **IDEA Objectives:**

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

**Essential:** Gaining a basic understanding of the subject

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

### **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's Blackboard site.

## **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.

## **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](#)

### **Academic Misconduct:**

Sam Houston State University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student who engages in academic misconduct will fail the assignment in which the dishonesty occurred. Depending on the severity of the misconduct, the professor will contact the Dean of Student Life.

### **Students with Disabilities:**

Any student with a disability that affects their academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.

### **Course Requirements:**

- Time requirement: For every credit hour you will be expected to complete three hours of study per week. That is a total of **9 hours of study per week** for this class!
- **Check the online course announcement and e-mail daily** to see if there have been any changes in the assignments or something that may affect your class.

- 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 possible tests will be coming up for the weeks and month ahead.
- Readings must be completed so you will be prepared for tests and discussions. Those who read will have a distinct advantage over those who do not read.
- You must go to Blackboard and click on the *Units and Assignments* button. You will see the assignments for each unit of study.
- Assignments must be completed when due. There will be a ONE TIME per semester 24-hour grace period granted for an assignment that is late due to technology problems or unanticipated events. Ensure I am notified promptly if problems occur. After the 24 hours, Blackboard is set to reject the assignment. **Assignments must be submitted through Blackboard.** Please do not submit assignments as PDFs because it is too difficult and time consuming to make comments on a PDF; **please submit your assignments as Microsoft Word documents** (unless the assignment is a discussion board). Assignments will not be accepted through any other medium, either hard copy or email.
- Read each assignment's instructions and rubric carefully and thoroughly. Do not assume that each assignment will be the same. Do not attempt to complete the assignments without reading the article or chapter reading.
- Assignments must be submitted using Microsoft Word (no PDFs).
- The Midterm and Final Exams must be completed within 2 hours.
- It is the student's responsibility to have a working knowledge of Blackboard. If you lack the knowledge to use this system effectively, you must contact the SHSU Online support desk assistance and for suggestions on training.

## Course Outline

### Assignments:

Regular and punctual submission of assignments is expected. There is a **ONE TIME 24-hour grace period** for assignments based upon unanticipated events or technology problems. You must immediately notify me that you wish to use this option. This option is NOT available for exams.

**Weekly assignments are due by Sunday at 11:59 pm.**

### Discussion Board Reflections (20%)

There is a discussion board reflection assignment for each of the units in this course. Students will be required to reflect on content connected with the course readings and presentations and to respond to two classmates as part of the discussion.

### Application and Analysis Assignments (20%)

There are two application and analysis assignments. 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. Each assignment and rubric will also be posted on the course Blackboard site.

### Unit Assessments (20%)

There is a summative assessment for each of the units in this course. Students will be required to engage in case studies and similar applied scenarios using strategies discussed in course readings and presentations. The responses will be evaluated on comprehensiveness and use of supporting evidence.

### Functional Behavior Analysis Project (20%)

Students will research and complete a functional behavior analysis project for a two target behaviors 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 provided. **This assignment will be turned in on Blackboard AND TK20.**

#### Exams (20%)

There are two 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.

#### **Grades**

The grading scale is as follows:

A	92-100%
B	84-91%
C	75-83%
D	67-74%
F	<67%

A grade of “A” means that you exceeded the college level expectations for this course. A grade of “B” means that you met above average college level expectations for this course. A grade of “C” means that you met an average college level expectation for this course. A grade of “D” or “F” means that you did not meet college level expectations for this course and if this course is in your major you will need to retake it again.

**If writing is difficult for you, please go to the Writing Center so they can assist you. The Writing Center can even help you via Skype.**

The Writing Center  
Sam Houston State University  
Mon.-Thur. 8:00 am-7:00 pm  
Fri. 8:00 am-3:00 pm  
Sun. 2:00 pm-7:00 pm  
Farrington 111

SKYPE  
Mon.-Thur. 8:00 am-7:00 pm  
Fri. 8:00 am-3:00 pm  
Sun. 2:00 pm-7:00 pm

The Woodlands Center  
Mon.-Wed. 1:00 pm-5:00 pm

#### **Tentative Course Schedule:**

**REMEMBER: All assignments are due on Sundays by 11:59 pm. For this course, the week begins on Monday and ends on Sunday. The course is segmented into Units. Unit numbers do not always correspond to chapter numbers, so pay attention to the assignments for each week.**

Units	Dates	Readings	Assignments Due (Sundays by 11:59 pm)
0	1/17-1/21	<ul style="list-style-type: none"> <li>Syllabus</li> </ul>	<ul style="list-style-type: none"> <li>Unit 0 discussion</li> </ul>
1	1/22-1/28	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 1 (understanding behavior in children and youth)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 discussion</li> <li>Application and analysis #1</li> <li>Unit 1 assessment</li> </ul>
2	1/29-2/4	Wheeler & Richey, chp. 3 (ensuring ethical practices in the delivery of positive behavior supports)	<ul style="list-style-type: none"> <li>Unit 2 discussion</li> <li>Unit 2 assessment</li> </ul>
3	2/5-2/11	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 4 (prevention through effective instruction)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 discussion</li> <li>Unit 3 assessment</li> </ul>
4	2/12-2/18	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 2 (partnering with families)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 4 discussion</li> <li>Application and analysis #2</li> <li>Unit 4 assessment</li> </ul>
5	2/19-2/25	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 5 (understanding functional behavior assessment)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 discussion</li> <li>Unit 5 assessment</li> </ul>
	2/26-3/4		<ul style="list-style-type: none"> <li>Midterm exam</li> </ul>
6	3/5-3/11	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 6 (single-subject design)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 discussion</li> <li>Unit 6 assessment</li> </ul>
	3/12-3/18		<ul style="list-style-type: none"> <li>SPRING BREAK</li> </ul>
7	3/19-3/25	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 7 (planning behavior supports)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 7 discussion</li> <li>Unit 7 assessment</li> </ul>
8	3/26-4/1	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 9 (using reinforcement to increase appropriate behavior)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 8 discussion</li> <li>Unit 8 assessment</li> </ul>
9	4/2-4/8	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 10 (teaching positive replacement behaviors)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 9 discussion</li> <li>Unit 9 assessment</li> </ul>
10	4/9-4/15	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 11 (reducing challenging behavior)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 10 discussion</li> <li>Unit 10 assessment</li> </ul>
	4/16-4/22		
11	4/23-4/29	<ul style="list-style-type: none"> <li>Wheeler &amp; Richey, chp. 12 (quality of life and self-determination)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 11 discussion</li> <li>Unit 11 assessment</li> </ul>
	4/30-5/6		<ul style="list-style-type: none"> <li>Course evaluation</li> <li>Functional behavior analysis project</li> </ul>
	5/7-5/10		<ul style="list-style-type: none"> <li>Final exam</li> </ul>