



SPED 3306: Behavioral Principles Spring, 2018

SPED 3306 is an elective course for the Early Childhood (Non-Certification) program and the Special Education (Non-Certification) minor

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

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Office hours: Monday and Tuesday 3:30-5:30 pm at TWC 310
Friday 11:00 – 1:00 pm at TEC 138
Online Wednesday 11:00 – 2:00 pm

Class Format: This course will be taught online via Blackboard. The semester is divided into 15 weeks (plus finals week). During each week, students are responsible for reading the required chapters, viewing online lectures, and responding to comprehension quizzes. In addition, weekly assignments or discussions will be required to aid in student learning. Online exams will be given periodically throughout the course.

Class day and time: Online (Assignments due Sundays by 11:59 pm)

Class location: Distance Learning via Blackboard

Course Description: This course examines basic behavioral principles including reinforcement, punishment, stimulus control, and measurement of behavior. Specific procedures are presented for establishing new behavior, increasing desirable behavior, and decreasing undesirable

Textbooks: Miller, L. K. (2006). Principles of Everyday Behavior Analysis (4th Ed.). Wadsworth Publishing.

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

1. Describe behavioral observation methods
2. Interpret and describe graphed data using single-subject designs
3. Define and provide examples of basic behavioral principles
4. Discuss the ethical considerations of using behavioral principles in everyday life
5. Identify advantages and disadvantages of using reinforcement
6. Identify advantages and disadvantages of using aversive control

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

Topic(s)/Objective(s)	Activities and Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment BCBA - Board Certified Behavior Analyst (5 th edition) DDP - Diversity and Disposition Proficiencies CF - Conceptual Framework Indicator
Describe behavioral observation methods	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB: C-7, C-8, C-9, D-2 DDP 7
Interpret and describe graphed data using single-subject designs	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB: D-3, D-4, D-5 DDP 2, DDP 7 CF 2, CF 3, CF 4
Define and provide examples of basic behavioral principles	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB: B-1, B-2, B-4, B-5, B-6, B-8, B-10 CF 1, CF 3
Discuss the ethical considerations of using behavioral principles in everyday life	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB Ethics Code DDP 3, DDP 4 CF 3
Identify advantages and disadvantages of using reinforcement	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB: B-4 DDP 3, DDP 10 CF 1
Identify advantages and disadvantages of using aversive control	Readings Lectures	Online assignments Discussions Quizzes Exam	BACB: B-4, B-6 DDP 3

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 (e.g., factual knowledge, methods, principles, generalizations, theories)

Important: Learning to analyze and critically evaluate ideas, arguments, and points of view

Course Outline

Assignments

1. **Online assignments (8 x 20 pts = 160 pts).** During select weeks, an online assignment will be due that relates to the readings and topics covered that week. The type of assignment will vary from week to week, but each assignment will be worth 20 points toward your grade. All assignments are due by 11:59 pm on Sunday the week they are due. Assignments should be written in your own words and completed independently. Any information that is not common knowledge or opinion should be cited using APA format. All assignments should be submitted as Microsoft Word documents, size 12 font, Times new roman, 1 inch margins (unless otherwise noted).
2. **Online discussions (4 x 20 pts = 80 pts).** During some weeks, students will be required to participate in an online discussion with their peers. For each discussion, there will be a series of questions to which to respond. Students should answer the questions to the best of their abilities by creating a new thread on the discussion board. Initial responses are due by 11:59 pm the Saturday of the week they are due. Students are also required to reply with thought-provoking statements and questions to at least two peers by Sunday at 11:59 pm. Students will not be able to view peers' responses until they create a thread and respond to the initial questions. Points for discussions will be assigned in the following manner: 12 points available for the initial responses and 8 points available for replies. Students are expected to be respectful and courteous to one another. If disrespectful posts are made, they will be deleted and the student will receive an automatic zero. Discussions should be completed after reading the assigned text.
3. **Weekly Quizzes (21 x 10 pts = 210 pts).** Each week, students are required to complete a 10-point quiz for each lesson/chapter that is due (some weeks will have two quizzes due). For each lesson, a quiz will be available on Blackboard at the beginning of the week. Students should read the material, watch the lecture, and then take the quiz. If a student earns 100% on the quiz, that score will be entered toward the final grade. If the student does not earn 100% on a lesson quiz, he or she is required to take an additional 10-point quiz over that lesson on Blackboard that will automatically become available. The higher score from the two quizzes will be counted toward the final grade. All quizzes are fill-in-the-blank format. Therefore, it is extremely important that you check your spelling and terminology before submitting your quiz. The instructor will review submitted quizzes often to check for accuracy, but may not review it immediately. Feedback will be provided once the due date has passed to decrease the likelihood of students cheating and sharing answers. The purpose of the quizzes is to check for comprehension of the material. Additionally, a second quiz is available to provide additional practice of the material. Students that earn low quiz scores consistently should meet with the instructor to discuss additional study strategies prior to taking the exams. Only one late quiz will be accepted this semester. All other quizzes must be submitted on time.
4. **Unit Exams (3 x 35 pts = 105 pts).** Throughout the semester, there will be three unit exams. Unit exams will cover the chapters since the previous exam. Please note that because of the cumulative nature of the material, many of the exams will include material covered up until that point in the course. All exams are worth 35 points and will be fill-in-the-blank, the same format as the weekly quizzes. Students will have only one opportunity to complete an exam and will be limited to 60 minutes. Therefore, it is highly recommended that students study prior to the exam and do not rely on using course notes and materials. No late quizzes will be accepted.

Grades

Grades will be calculated based on the table below.

Category	Points	Frequency	Total
Online Assignments	20	8	160
Online Discussions	20	4	80
Weekly Quizzes	10	21	210
Unit Exams	35	3	105
Total			555

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: <59%

Week	Topic	BACB Task List Items (5 th Edition)	Assignments Due
1 01/17 – 01/21	Introduction to the Course	A, B	<ul style="list-style-type: none"> Watch video lecture on BB
2 01/22 – 01/28	Introduction to ABA	A-1, A-2, A-5, B-1, B-2	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 1, 2 Quizzes on BB Important contributors (online assignment)
3 01/29 – 02/04	Observation	C-7, C-8, C-9, D-2	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 3, 4 Quizzes on BB Online Discussion
4 02/05 – 02/11	Experimental Design	D-3, D-4, D-5	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 5, 6 Quizzes on BB Graphed data (online assignment)
5 02/12 – 02/18	Unit 1 Review	C-7, C-8, C-9, D-2, D-3, D-4, D-5	<ul style="list-style-type: none"> Read Ch. 7 Unit 1 Exam on BB
6 02/19 – 02/25	Reinforcement	B-4	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 8 Quiz on BB Reinforcers in your life (online assignment)
7 02/26 – 03/04	Reinforcement Continued	B-4, B-5, B-9	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 9, 10 Quizzes on BB Online Discussion
8 03/05 – 03/11	Shaping	G-7	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 11, 12 Quizzes on BB Shaping video (online assignment)
03/12 – 03/18	Spring Break		
9 03/19 – 03/25	Reinforcement Schedules	B-5	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 13, 14 Quizzes on BB Reinforcement schedules video (online assignment)
10 03/26 – 04/01	Unit 2 Review	B-4, B-5, B-8	<ul style="list-style-type: none"> Read Ch. 15 Unit 2 Exam on BB
11 04/02 – 04/08	Generalization and Discrimination	B-11	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 16, 17 Quizzes on BB Online Discussion
12 04/09 – 04/15	Fading and Imitation	G-4, G-5, G-6	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 18, 19 Quizzes on BB Fading and imitation (online assignment)
13 04/16 – 04/22	Conditioned Reinforcement	B-8, B-10	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 20, 21 Quiz on BB Reinforcers for your students (online assignment)
14 04/23 – 04/29	Punishment	B-6	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 22, 23 Quizzes on BB Online Discussion
15 04/30 – 05/06	Aversive Control	B-4	<ul style="list-style-type: none"> Watch video lecture on BB Read Ch. 24, 25 Quiz on BB Graphic organizer (online assignment)
Finals 05/07 – 05/13	Units 3 & 4 Review	B	<ul style="list-style-type: none"> Units 3 & 4 Exam on BB DUE Thursday 05/10/18 by midnight

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: Students are permitted to use technology that will aide in the learning process. Students are encouraged to take notes on lectures via their computer or tablets. However, cell phones are not allowed. Additionally, if the instructor suspects that a student is using technology for non-educational purposes (e.g., Facebook, email, Twitter, etc.), technology will no longer be permitted.
 - Technology during exams: Students are not permitted to use technology during exams or quizzes without explicit written approval from the instructor.
 - Technology in emergencies: In the event of an emergency, students will be allowed to use technology if necessary. Students are asked to exit the classroom when in use.
- 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

The course will be taught distance learning. Students are expected to log into Blackboard on a daily basis to check for any announcements. Additionally, students are expected to **check their SHSU email account daily** for any updates or modifications.

Course Expectations

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site, unless otherwise specified. Assignments are due by 11:59 pm on the designated date. Assignments that are not submitted on time will be accepted, but a 10% grade reduction will be given for each day late. Therefore, if the student submits an assignment three days late, the highest grade that he or she may earn is 70%. Students are encouraged to contact the instructor in advance if he or she requests an exception to this policy.
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class. Therefore, you are expected to commit at least 9 hours of time toward this course each week, outside scheduled lectures and quizzes.
- **Grading Policy:** While I will do my best to score all assignments accurately, a potential for human error always exists. If you feel that an error was made in the scoring process, please submit a written or emailed explanation of the error and a justification, and I will review your concerns in a timely manner.

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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.