



SPED 5303 STUDY OF COGNITIVE AND LOW INCIDENCE DISABILITIES SPRING, 2018

SPED 5303 is an elective course for the Master's Degree in Special Education.

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

Instructor: Dr. Kristina Vargo
E & CG TEC 138
P.O. Box BOX #2119 Huntsville, Texas 77341
936-294-4099
kkv003@shsu.edu
Office hours: Monday and Tuesday 3:30-5:30 pm at TWC 310
Friday 11:00-1:00 pm at TEC 138
Wednesday 11:00-2:00 pm Online

Class Format:

1. Class discussion: Every week, we will have a discussion of the articles read during the class period. Students are expected to submit a discussion question for each article or chapter by midnight the evening prior to class (Sunday) via blackboard.
2. Class activities: During some weeks, students will partake in role-play activities related to that week's topic. All students are expected to participate.
3. Student presentations: Students will prepare brief presentations about one low incidence disability for fellow students to observe.
4. Quizzes: Quizzes will be given intermittently throughout the class and will cover the assigned readings for that class period. Students will not be notified as to which classes will have a quiz, so students should be prepared for a quiz every week.

Class day and time: Monday 5:30-8:20 PM

Class location: TWC 345

Course Description: This course is designed to provide an in-depth study of the strengths and needs of persons with intellectual disabilities and other low-incidence disabilities. Since the inception of the field, applied behavior analysis has had a special interest in intellectual disabilities. This course will focus on behavioral approaches to the treatment of intellectual disabilities, specifically providing training to assess skill deficits and conducting interventions to address behavioral excesses. Prerequisite: SPED 6301

Textbooks: All readings will be journal articles from peer-reviewed journals or book chapters posted to Blackboard.

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

1. Learn the history of intellectual disabilities, characteristics of persons with ID and major issues in the field.
2. Learn the behavioral approaches used to teach skills to address behavioral deficits in individuals with intellectual disabilities.
3. Learn the behavioral approaches used to assess and treat behavioral excesses in individuals with intellectual disabilities.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed below

Topic(s)/ Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment BCBA—Behavior Analyst Certification Board
Learn the history of intellectual disabilities, characteristics of persons with MR/ID, and major issues in the field.	<ul style="list-style-type: none"> • Lectures • Readings • Presentations • Quizzes • Discussions • Papers 	<ul style="list-style-type: none"> • Presentations • Quizzes • Discussions • Papers 	BCBA: B-02 DDP-4, CF 3 CF 1
Learn the behavioral approaches used to teach skills to address behavioral deficits in individuals with intellectual disabilities.	<ul style="list-style-type: none"> • Lectures • Readings • Presentations • Quizzes • Discussions • Papers 	<ul style="list-style-type: none"> • Presentations • Quizzes • Discussions • Papers 	BCBA: D-01-21, E-01-E-13, F-01-08, G-01-08 DDP:9, CF 4 CF 1
Learn the behavioral approaches used to assess and treat behavioral excesses in individuals with intellectual disabilities.	<ul style="list-style-type: none"> • Lectures • Readings • Presentations • Quizzes • Discussions • Papers 	<ul style="list-style-type: none"> • Presentations • Quizzes • Discussions • Papers 	BCBA: D-01-21, E-01-E-13, F-01-08, G-01-08 DDP:9, CF 4 CF 1

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: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Course Outline

Assignments

1. **Quizzes (8*10 points = 80 points).** At the beginning of class, students will complete a quiz over that week's assigned readings. Questions will be short answer. Quizzes will be administered intermittently during 8 of the 12 class periods in which readings are due. Students will not be notified as to which classes will have quizzes, so it is in the students' best interest to study for each class period.
 2. **Discussion questions (12x10 points = 120 points).** All students are expected to read the assigned readings and submit questions and or comments via Blackboard by 5:00 pm. Students are expected to develop at least one question or comment for each article every week. Therefore, if there are three assigned articles, each student must submit one discussion question or comment over each of the three articles. Discussion questions/comments will require careful reading of the text and should not be able to be answered with "yes/no" or simple recall of information of the readings. Rather, they should identify strengths/weaknesses, incorporate previously covered or outside information, and GENERATE DISCUSSION during class. Each student is responsible for bringing a copy of their discussion questions to class. On 4/23/18, students will not be required to submit discussion questions; rather, preparation of materials for the functional analysis roleplay will meet the requirements.
 3. **In-class Participation (13x10 points = 130 points).** During each class period, the first half of class will be designated for student-led discussions. Participation points will be given based on a student's willingness to contribute to discussions in a meaningful way. Data will be collected on a student's contribution to discussions. Saying anything is better than saying nothing. You must emit behavior so that I can shape it. During the second portion of class, students will practice a skill related to that week's readings. All students are expected to participate in full.
 - 0: did not participate
 - 1-2: participated, but clearly did not read the material
 - 3-5: indicates that the readings were read, but perhaps at a superficial level.
 - 6-8: indicates that thought was put into the discussion points, and that the material was read thoroughly.
 - 9-10: indicates considerable thought about the readings, presents issues that are not obvious, and/or integrates the readings into a novel or interesting context. Also, responds to others students' comments and questions.
- On 4/23/18, students will not be required to discuss articles; rather, participation in roleplays of various methods of functional analyses will be required.
4. **Article outline (1x20 points = 20 points).** During the second week of class, students will submit a completed article outline (see template on Blackboard) based on the Carr and Durand (1985) study. The instructor will introduce the outline during the first class period and answer any questions related to it. The instructor HIGHLY recommends that students complete the outline for each article every week to aide in studying.

5. **Low incidence disability presentation (LIDP; 50 points).** Each student will prepare a 10-15 min powerpoint presentation about one low incidence disability and present it for classmates. Each presentation must be based off of peer-reviewed research and book chapters only. *Internet sources are unacceptable.* The presentation will review the etiology, symptoms, prevalence, incidence, and empirically supported treatment for each disability.

Possible topics:

Prader-Willi syndrome
 Angelman syndrome
 Aarskog–Scott syndrome
 Charge syndrome
 Cri du Chat syndrome-
 Cornelia de Lange syndrome
 Down syndrome
 Fetal alcohol syndrome
 Fragile X syndrome
 Lowe syndrome
 Lujan–Fryns syndrome
 Mickleson syndrome
 Phenylketonuria (PKU)
 Smith Magenis syndrome
 Traumatic Brain Injury
 Usher syndrome

Grades

A=360-400 B=320-359 C=280-319

Task	Number	Points	Total Points
Quizzes	7	10	80
Discussion Questions	12	10	120
Low incidence disability presentation (LIDP)	1	50	50
In class participation	13	10	130
Article outline	1	20	20
			400

Schedule – This schedule is tentative.

Week	Topic	Readings Due	Assignments Due	Class activity
Monday, 1/22	Syllabus, class intro, division of topics			
Monday, 1/29	Intro to research and critical analysis; library intro	Jordan & Zanna; Carr & Durand (1985); scientific article review	Article outline of Carr & Durand (1985)	Library visit; article discussion
Monday, 2/5	Introduction to intellectual disabilities and ethics	Reid, Phillips, & Green (1991); Van Houten et al. (1988); BACB Ethics Code	DQs	Discussion
Monday, 2/12	Identifying reinforcers	Fisher et al. (1992); Roane, Vollmer, Ringdahl, & Marcus (1998); Cannella-Malone, Sabielny, & Tullis (2015)	DQs	Discussion; preference assessments
Monday, 2/19	Reinforcement effects	Fahmie et al. (2015); Hoch, McComas, Johnson, Faranda, & Guenther (2002); Athens & Vollmer (2010)	DQs	Discussion; reinforcer assessments
Monday, 2/26	Developing Stimulus Control	Tiger and Hanley (2005); Phillips & Vollmer (2012); Fichtner & Tiger (2015)	DQs	Discussion; multiple schedules of reinforcement
Monday, 3/5	Self-care and daily living care	Azrin & Foxx (1971); Nutter & Reid (1978); Ersoy et al. (2009); Swango-Wilson (2011)	DQs	Discussion; task analyses; 2 LIDPs
Monday 3/12	Spring break			
Monday, 3/19	Language	Bourret, Vollmer, & Rapp (2004); Lerman et al. (2005); Fisher, Greer, Fuhrman, & Querim (2015)	DQs	Discussion; VB-MAPP and ABLLS; 2 LIDPs
Monday, 3/26	Vocational Training	Pennington et al. (2014); Lerman et al. (2015); Lattimore, Parsons, & Reid (2006)	DQs	Discussion; Shaping; 2 LIDPs
Monday, 4/2	Community Preparation	Walker et al. (2014); Page, Iwata, & Neef (1976); Neef, Iwata, & Page (1978)	DQs	Discussion; Search for community resources; 2 LIDPs
Monday 4/9	Safety skills	Miltenberger et al. (2009); Taylor, Hughes, Richard, Hoch, & Coello (2004); Vanselow & Hanley (2014)	DQs	Discussion; Behavioral Skills Training; 2 LIDPs
Monday, 4/16	Assessment of problematic behavior	Iwata et al (1994); Beavers et al. (2013)	DQs	Discussion; pre-assessments for an FA; 2 LIDPs
Monday, 4/23	Assessment of problematic behavior	In-class role play FAs	Materials prep (scored as DQs)	FA role-play; 2 LIDPs
Monday, 4/30	Pediatric Feeding Disorders	Linscheid (2006); Riodan et al. (1984); Volkert & Vaz (2010)	DQs	Discussion
Monday, 5/7	Finals week/catch up			

Sam HoustonTM

STATE UNIVERSITY

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 University allows one absence (3 clock hours) per course. Use the allowed absence for medical, family, and personal needs. There are no excused or unexcused absences in the class. Absences past **1 class meetings** (University Policy is 3 hours) result in 15 points absence reduction. After 2 absences, there will be an automatic grade reduction. After 3 absences, course grade is an F. Please discuss any extenuating circumstances with the professor as soon as possible.

Course Expectations

- **Late Assignment Policy:** All assignments will be submitted online to the class blackboard site, unless otherwise specified. Assignments are by 11:59 pm on the designated date. Assignments that are not submitted on time will accrue a 5% penalty per day, immediately following the assigned time (e.g. assignments due at 11:59 pm but submitted at 12:14 a.m. = 5% penalty).
- **Time Requirement:** For each credit hour, you will be expected to commit at least three hours of course time outside of class.
- **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. Please do not try to discuss grading issues with me in person; always submit them in writing.

Bibliography

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Web resources:

- Association for Behavior Analysis International
 - <http://www.abainternational.org/ba.asp>
- Journal of Applied Behavior Analysis
 - <http://seab.envmed.rochester.edu/jaba/>
- The Analysis of Verbal Behavior <http://www.ncbi.nlm.nih.gov/pmc/journals/609/>
- Cambridge Center for Behavioral Studies
 - <http://www.behavior.org/>
- Behavior Analysis.com
 - <http://www.behavioranalysis.com/>
- Behavior Analyst Online
 - <http://www.behavior-analyst-online.org/>

Recommended Journals:

Behavior Analysis in Practice
Behavior Analyst
Behavior Modification
Journal of Applied Behavior Analysis
Journal of the Experimental Analysis of Behavior
Research in Developmental Disabilities

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.