SPE 3600.001 and SPE 3600.002
Behavioral Principles in Special Education

Instructors:

Lecture: Dr. Jennifer L. Stringfellow

Practicum: Mrs. Shawn Huisinga, Section 001 (M/W)
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Location/ Time: Lecture Sections: Monday at 7-8:40pm.; 1103 Buzzard Hall

Section 001: Lab: 3:30-4:20 MW (Buzzard Hall 1103)

Section 002: Lab: 3:30-4:20 TR (Buzzard Hall 1302)

Office Hours: Please sign up in the appointment book in Buzzard 1212. If there are no hours you can meet, you need to make other arrangements with the instructor for an alternate time.

Online: Some course components are available online through WebCT.

Course Description

SPE 3600, Behavioral Principles in Special Education. (2-2-3) F, S. This course examines behavioral theories of learning as used in Special Education and requires a practicum experience in which the principles of behavior analysis are directly applied in changing academic/social behavior of individuals with exceptional learning needs in school or community settings. Prerequisite: SPE 2000 and 3000 or concurrent enrollment in 3000.

Learning Model
The primary learning model for this class is the Ecological Model.

Text

Zirpoli, T.J. (2008). *Behavior Management: Applications for Teachers, (5th Ed.)*. Columbus, OH: Merrill Prentice Hall.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication

- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Course Requirements

1. Attend all classes and read all assignments. Furthermore, candidates are expected to complete all assigned online assignments/readings. Readings will be assigned from the text and outside sources. Readings will supplement, not duplicate, course lectures. Participation points may be added at the discretion of an instructor.

2. Exams/quizzes. Candidates will complete up to 3 exams. Exams will assess knowledge of information from readings and lectures. Candidates are responsible for all lecture and reading information, as any of this material could be included on the exams. Quizzes will be throughout the course and may or may not be announced. (CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1D,1E , 2A, 2B, 2E, 2G, 3C, 3D, 3G, 4A, 4B, 4C, 4E, 4F, 4G, 4H, 5E, 5F, 5H, 7D, 7F, 7G, 7H, 7I, 8B, 8E, 8F, 8H, 8I, 9B, 9F, 9G, 9S)

3. Behavior Intervention Process Paper Assignment

   As this is a writing intensive course, there is a paper requirement. Each candidate will write a 10-15 page paper on the research project that is completed in the practicum component of this class. This paper will include a cover page, abstract, introduction, method, results, discussion, references, and possible appendices, tables and figures. The cover page, abstract, and reference list pages cannot be counted in the total page requirement for the final paper. Powerpoint slides and the paper assignment directions sheet will provide specific details for the completing the paper. Each candidate will complete the paper connected to the implementation of a behavior change project in connection with the practicum. Each individual candidate is expected to produce his or her own original work. Without completion of this and all other requirements for the course, the candidate will be dropped one grade level from grade earned during the course. (CEC/IGC/ICC 1, 4, 5, 8, 9, 10; IPTS: 1C, 1G, 1H, 2F, 2G, 3B, 3G, 3I, 3M, 4F, 4G, 4H, 4Q, 5G, 5H, 5O,5P, 5S, 6E, 7F, 7H, 7J, 7M, 7N, 7O, 8B, 8D, 8O, 9A, 9I, 9J,9K, 9Q 9T, 9U; Technology 1, 2, 3, 5, 6, 7; LA 2,3; LBS 1 3, 5)

4. Functional Behavior Assessment & Behavior Intervention Plan.

   Each candidate will complete a behavior intervention plan based on the results of a functional behavior assessment (FBA). This will be an in-class assignment based upon a case study. Components of the FBA and BIP will be in alignment with the ISBE forms and will include: providing identifying information, a summary of the FBA data, identification of the target behavior, identification of the perceived function of the behavior, student strengths, a summary of previous interventions, a defined target and replacement behavior, positive interventions, need supports, identification of restrictive interventions, data collection procedures, and provisions for coordinating with home/caregivers. (Language Arts 1, 2, 3; LBS 1 and IL CC 3, 5; CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1D, 1G, 1H, 3D, 4F, 4H, 4Q, 6E, 7C, 7D, 7I, 7J, 7K , 7M, 7O,7R, 8H, 8I, 8S, 9B, 9J; Technology 1, 2, 3, 5, 6, 7, 8)

5. Complete 30 hours of practicum experience in the schools. Practicum site information will be discussed with your practicum instructor.

On the SPE 3600 WebCT site is a folder describing the practicum requirements and all assessment tools used to grade the practicum participation. In order to obtain an overall rating of "Satisfactory" in the practicum experience, candidates must receive at least an overall rating of 3 or higher on the practicum evaluation. Furthermore, if two or more domains are rated at a 2 or any item is rated at 1, the student will receive an "Unsatisfactory" for completion of the practicum. (CEC CC/IGC/IIC/EC: 5, 8, 9; LBS1 5, 8; ITS; ILCC 11; ILEC 11; IPTS: 1B, 1C,1G, 1H, 1I, 1J, 1K, 1L,2C, 2E, 2F, 2I, 2J, 2L, 2M, 2N, 2O, 2P, 3C, 3D, 3E, 3G, 3H, 3I, 3J, 3K, 3M, 3N, 3O, 3P, 3Q, 4A, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5N, 5O, 5P, 5R, 5S, 6A, 6E, 6J, 6Ia, 6M, 6R, 6P, 6Q, 7C, 7E, 7F, 7G, 7J, 7K, 7L, 7M, 7O, 7P, 7R, 8B, 8C, 8D, 8H, 8J, 8K,8L, 8M, 8O, 8P, 8Q, 8R, 8S, 9A, 9B, 9E, 9F, 9I,9J, 9K, 9L, 9M, 9O, 9P, 9S, 9T, 9U)

If practicum is judged to be unsatisfactory, no more than a "D" may be earned in the class, regardless of the number of points earned! If there should be a decision to drop the practicum or the lecture, the decision must include both courses.

6. Complete one poster session on a semester-long behavior change project.

This will be shared during an open Poster Session scheduled on the date indicated in the course calendar. Each candidate will be expected to create and orally explain his/her own Behavior Intervention Project. Attendance and presentation of poster at the Poster Session is MANDATORY. Without participation in this event candidates cannot successfully complete the practicum or the lecture section of the course. Professional attire will be expected for the Poster Session. (Language Arts 1, 2, 3; LBS 1 and IL CC 3, 5; CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1H, 2F, 3D, 3G, 3H, 5O, 5P, 5S, 6E, 7D, 7J, 7N,7O, 8A, 8B, 8K, 8L, 8M, 8O, 9A, 9I, 9J, 9K, 9M, 9P, 9Q, 9T, 9U; Technology 1, 2, 3, 5, 6, 7, 8)

7. Bonus points (extra credit) can be earned for participation in approved extra-curricular activities such as Special Olympics and Family Fun Festival.
Other activities may be provided at the discretion of the instructor but will NOT exceed 2-3% of the total class points.

*Candidates must keep a 3-ring notebook for SPE 3600 which will include at least the following items: syllabus, course calendar, Powerpoints with candidate written lecture notes, book notes, supplemental articles, and a record of all assignments and points earned. This notebook will be checked by the instructor.
**Candidates will also sign the departmental Mandatory Reporting Form. IPTS: 9

Class/Practicum Attendance and Performance

1. Lecture attendance:

As stated in the Department Attendance Policy, candidates are expected to attend all classes. Attendance will be taken during each class period. The Department of Special Education endorses the notion that attendance in classes is essential. Candidates are expected to report an absence by calling the Special Education Office and leaving a message PRIOR to the absence. If a class session is missed, regardless of the reason, the activity points from that session cannot be made up.

Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence. The candidate must inform the instructor of the reason for missing class at least 2 hours before the time the class is scheduled to begin.

2. Practicum attendance:

Candidates are expected to attend all practicum sessions, unless prevented from doing so by a verifiable illness, emergency, or other official University activity. Both P-12 teachers and students depend on you to be there on a daily basis.

As in the "real world" of teaching, an absence during the practicum will necessitate a substitute arrangement. If you are absent, you must arrange for one of your classmates to assume responsibility for the students you tutor. Phone numbers will be provided to all students in the class before practicum begins. Additionally, the instructor (581-5315) must be notified at least 2 hours prior to the absence regarding the substitute arrangements. You must also notify the practicum site at least 2 hours prior to the absence. If any one of these things is not done for each absence, the following penalties will be assigned:

Failure to adhere to any of the above regulations will result in a 40 point penalty. Failure to do this a second time will result in possible dismissal from SPE 3600. Additionally, staff members of the school reserve the right to request removal of the candidate from the practicum site. If this occurs, failure of the class will be the result. If practicum is judged to be less than satisfactorily completed, then no more than a "D" may be earned in the class, regardless of the number of points earned.

All candidates are expected to arrive on-time to practicum. If a candidate is late, the candidate will be issued a 10 point deduction.

All candidates are also expected to be prepared for each tutoring session. This should include a tutoring plan, related materials, and a computer generated data collection sheet. If a candidate is unprepared for his/her tutoring session, a 20 point deduction will occur.

3. Participation

Throughout the course of the semester, various in-class and online activities may be conducted as "class activity points". Points will be assigned to each of these activities and will be completed according to various class topics (e.g. terminology and classification, leading practitioners in Special Education, behaviors and characteristics of students with mild disabilities, and issues related to identification and etiology). If an activity is missed due to an absence, these points cannot be made up. NOTE: These are part of your final grade, not bonus or extra credit points!

4. Professionalism

Candidates are strongly encouraged to dress in an appropriate, professional manner in the practicum component of the course. This means jeans, sweat pants, sneakers, etc. are not considered acceptable. Part of the practicum evaluation will cover appropriate dress. Additionally, candidates are expected to act in a professional manner. This means no discussion of P-12 students in front of other students, no use of student names outside the practicum setting, and discussion of events in the practicum setting in a discrete manner with instructors only. See points assessed for not dressing appropriately or behaving professionally.

Written Assignments

All written assignments will follow American Psychological Association (APA) style and format. Non-labeling language is expected in all written materials. As prospective teachers, all candidates will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. Consult SPE 3000 or 3200 information for specific details on these areas.

Late Assignments

1. All assignments are due at the beginning of the class period on the specified due date. For each day an assignment is late, a 10% penalty will be assessed. Any assignment a week late will receive 0 (ZERO) credit, but must be handed in for evaluation and feedback. All assignments must be completed and turned in prior to finals week. All assignments must be completed in order to "pass" the course.

2. Exams may not be made up.

A = 90-100% of total points
B = 80-89% of total points
C = 70-79% of total points*
D = 60-69% of total points
F = 59% and below of total points

*see practicum course requirement

Assistance: Each candidate is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

The instructor reserves the right to change course requirements or course schedule as deemed necessary. The final grade and its determination (based on completion of all requirements) is the purview of the instructor.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

WebCT email will not be used for regular communication by these instructors. If you are to communicate by email, then you will need to use the email address given at the top area of your syllabus.

Candidates are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the candidate's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Candidates who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Outline

I. Historical Perspectives and Foundations (2 weeks)
   A. Major concepts, assumptions, and debates related to discipline
      1. Behavior
      2. Stimuli
      3. Antecedents
      4. Consequences
      5. Prompts and Cues
      6. Proactive/Reactive
      7. Reinforcement
      8. Intrinsic/Extrinsic Reinforcement
      9. Self Determination
      10. Adverse Stimuli & Punishment

   B. Learning theory central to discipline
      1. Classical Conditioning
      2. Operant Conditioning
      3. Social Learning Theory
      4. Connectionism

   C. APA Style Guide (Overview)

II. Ethical and Legislative Issues: Council of Exceptional Children Code of Ethics, P.L. 105-17, & Illinois Administrative Code dealing with Behavior (2 weeks)

   A. Council of Exceptional Children Ethical Principles
      1. In loco parentis
      2. Basic human rights
      3. Use of aversive techniques
      4. Individualized Education Plan & Parental Involvement

   B. P.L. 108-446 & School Code of Illinois, P.L. 107-110 (No Child Left Behind)
      1. Categories
      2. Least Restrictive Environment
      3. Proactive Approaches
      4. 10-Day Rule
      5. Interim Alternative Education Setting
      6. Manifestation Determination
      7. Other Major Components

   C. Individualized Education Program (IEP)
      1. Components
      2. Writing Behavioral Goals
      3. Writing Behavioral Objectives

   D. Behavior Intervention Plan (BIP)
      1. Components
      2. Summarizing Functional Assessment
      3. Defining Interventions & Replacement Behaviors
      4. Implementing Interventions
      5. Collecting Intervention Data

6. Coordinating with Caregivers/Parents

III. Measuring Behavior: Gathering Data, Formal Assessment, Functional Assessment (3 weeks)

E. Formal Assessment
1. Defining need & process
2. Reasons for Referral
3. Defining problem behavior
4. Formal assessment related to behavior

F. Functional Assessment
1. Defining need & process
2. Target behaviors
3. ABC Analysis
4. Developing a Hypothesis
5. Developing Behavior Intervention Plan (BIP)
6. Replacement behaviors
7. Difference between Functional Assessment and Functional Analysis

G. Observing Behavior
1. Dimensions of behavior
2. Data collection techniques
3. Data recording procedures
4. Data reliability

IV. Determining Effectiveness of Intervention (3 weeks)

A. Determining Strategies of Intervention
1. Types of Behavior
2. Types of Intervention
3. Least Intrusive Intervention
4. Function of behavior: Replacing
5. Positive Behavior Supports and Interventions (PBIS)

B. Single-Subject Design
1. Defining need
2. Types of Designs and Uses
3. Setting up and Implementing

V. Increasing Appropriate Behavior (2 weeks)

A. Reinforcers
1. Classifications and Categories
2. Choosing Reinforcers
3. Reinforcement Programs & Schedules
4. Setting Criterion
5. Generalization and Maintenance
6. Combination with Cognitive Modifications

B. Cognitive Modifications
1. Need
2. Intrinsic Motivation
3. Types and Uses
4. Self-determination strategies
5. Procedures and Expectations

C. Social Skills: Competence
    1. Skill Based Technique
    2. Problem Solving Technique

VI. Reducing Inappropriate Behavior (2 weeks)
    1. Determining need for reduction strategy
    2. Reduction strategy hierarchy
    3. Principles and Specific to Illinois School Code (P.A. 91-600- Timeout and Restraint)
    4. Strategies (Hierarchy Levels I-IV)
    5. Disadvantages to Reduction Strategies
    6. Pairing Strategies: Positive and Aversive

VII. Ethical Issues (1 week)
    A. Awareness of procedures
    B. Awareness of Potential Issues
        1. Early Childhood
        2. Adolescent
        3. Adulthood
        4. Pharmacology

VIII. Cultural Issues, Traditions, Language, and Culture and Effects on Behaviors

References

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SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.
Move to the designated areas as directed by the Police Departments or Fire Departments.
Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011