SPE 5133

Advanced Applied Behavior Analysis

Spring 2013

Instructor:	**Christy M. Hooser, Ph.D**
Office/Phone:	**1212 Buzzard Hall; 217-581-5315**
Appointments:	**Appointments are made by signing up in the "red Book" in the SPE office**
Location/Time:	**Mondays 4:30-7:00**
	Room 1180 Buzzard Hall

Course Information Summary

Course (Prefix, Number, Title):
SPE 5133: TOPICS - Applied Behavior Analysis

Course Description:
SPE5133- Topics in Special Education regarding current practices in the field of special education. SPE 5133:TOPICS - Applied Behavior Analysis. In-depth exploration of behavioral principles as applied to special and general education issues and concerns. This course has implications for teaching, supervisions, and educational service delivery.

Pre-requisites/Co-requisites
Graduate level standing in special education or a related field.

Required Text:
Schloss, P.J., & Smith, M.A. (1998). Applied behavior analysis in the classroom. Needham Heights, MA: Allyn & Bacon.

Support of Conceptual Framework:
The Unit theme is "Educators as Creators of Effective Educational Environments". This course will provide candidates for the Masters and LBSII with a supervised clinical experience designed to provide an opportunity for each candidate according to their "applied behavior analysis plan" to be involved in an educational experience in which each can relate research to practice and practice the skills of applied behavior analysis.

Methods of Instruction:
The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995). This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet.

Learning Outcomes/Objectives

EIU Graduate Level Outcome addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards and CEC Special Education Administrator Knowledge and Skills:

Advanced Standard 1: Leadership and Policy:
Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development & Organization
Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. . Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research & Inquiry
Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special

educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the nentrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Standards for the LBS II/Behavior Intervention Specialist (IL BIS)

STANDARD 1 – Foundations
The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education: 1A. positive theoretical approaches and landmark research on behavior; 1B. current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation; 1C.relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs; 1D. crisis prevention and intervention research and issues; 1H. relationships between individual school discipline policies and students with IEPs; 1I. articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws; 1J.recognizes students' behaviors as age-appropriate based on observation and social validation.

STANDARD 2 - Characteristics of Learners
The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students: 2C. the communicative aspects of behavior; 2D. the effects of various medications on student behavior.

STANDARD 3 – Assessment
The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21): 3A. terminology used in functional and positive behavioral assessment; 3B. state and federal laws and regulations and ethical considerations of functional and positive behavioral assessment; 3C. the use and limitations of behavior rating scales, systematic recording procedures, authentic assessment and/or functional assessment; 3F. the relationship between determination of behavioral interventions and issues of screening, referral, and placement; 3G.uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs; 3H. interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities.

STANDARD 4 - Planning for Instruction
The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals: 4A. behavioral demands of various learning environments; 4F. the rationale for targeting specific behaviors and selecting positive behavior management techniques. 4J. evaluates the effectiveness of positive behavior management plans and revises as needed.

STANDARD 5 - Learning Environment
The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: 5A. reinforcement theories, techniques, and application; 5E. uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments; 5F. teaches individuals to use problem solving and self-regulation strategies to promote independence and successful transitions; 5H.directs, observes, evaluates, and provides feedback to paraeducators and teachers in the implementation of positive behavioral interventions and management plans.

STANDARD 6 - Instructional Delivery
The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21): 6A classroom management theories and positive strategies for individuals with exceptional learning needs; 6B. research-based best practices for effective, positive management of teaching, learning, and behavior; 6C. sequences, implements, and evaluates individualized behavioral objectives. 6E. uses varied positive, non-aversive techniques for managing targeted behavior. 6F. implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement; 6H. analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

STANDARD 7 - Collaborative Relationships
The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students: 7B. strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7E.demonstrates skills of problem-solving and conflict resolution; 7G.synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies.

STANDARD 8 - Professional Conduct and Leadership
The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being: 8A. meets the standards set forth in Section 28.100 (h) (1) of this Part; 8B.uses positive behavioral interventions with consideration of learners' physical freedom and social interaction. 8C. uses positive behavioral interventions with respect for human dignity and personal privacy.

STANDARD 9 - Reflection and Professional Growth
The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the

learning community and actively seeks opportunities to grow professionally: 9A. meets the standards set forth in Section 28.100 (i) (1) of this Part.

Advance Common Core (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy
Knowledge: ACC1K2 Evidence-based theories of organizational and educational leadership; ACC1K4 Federal and State education laws and regulations; ACC1K5Current legal, regulatory, and ethical issues affecting education
Skills: ACC1S3 Advocate for educational policy within the context of evidence-base practices.

Standard #2: Program Development and Organization
Knowledge: ACC2K1 Effects of the cultural and environmental milieu of the child and the family on behavior and learning; ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum; ACC2K3 Continuum of program options and services available to students with exceptional learning needs; ACC2K4 Prereferral intervention processes and strategies; ACC2K5 Process of developing individualized education plans; ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment.
Skills: ACC2S1 Develop programs including the integration of related services for children based upon a thorough understanding of individual differences; ACC2S2 Connect educational standards to specialized instructional services; ACC2S4 Incorporate essential components into individualized education plans

Standard #3: Research and Inquiry
Knowledge: ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.
Skills: ACC3S1 Identify and use the research literature to resolve issues of professional Practice; ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data; ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation
Knowledge: ACC4K1 Evaluation process and determination of eligibility; ACC4K2 Variety of methods for assessing and evaluating students' performance; ACC4K3 Strategies for identifying individuals with exceptional learning needs.
Skills: ACC4S3 Advocate for evidence based practices in assessment; ACC4S4 Report the assessment of students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice
Skills: ACC5S2 Implement practices that promote success for individuals with exceptional learning needs.

Standard #6: Collaboration
Knowledge: ACC6K2 Roles of educators in integrated settings.

Skills: ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ACC6S2 Apply strategies to resolve conflict and build consensus.

Advanced Knowledge and Skill Set for Special Education Administrators (CEC SEA_K or CEC SEA_S)

Standard 1: Leadership and Policy
Knowledge: SA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families.
Skills: SA1S4 Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptional learning needs and their families*;* SA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

Standard 2: Program Development and Organization
Knowledge; SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs; SA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs.
Skills: SA2S1 Develops and implements a flexible continuum of services base on effective practices for individuals with exceptional learning needs and their families; SA2S2 Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

Standard 3 Research and Inquiry
Knowledge: SA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families.
Skills: SA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families; SA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families.

Standard 4: Individual and Program Evaluation
Knowledge: SA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families.
Skills: SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems; SA4S2Develops and implements ongoing evaluations of education programs and personnel; SA4S4 Designs and implements evaluation procedures that improve instructional content and practices.

Standard 5: Professional Development and Ethical Practice
Knowledge: SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs.

Standard 6: Collaboration
Knowledge: SA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families; SA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families.
Skills: SA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation*:* SA6S2 Strengthens the role of parent and advocacy organizations as they support individuals with exceptional learning needs and their families; SA6S4 Develops seamless transitions of individuals with exceptional learning needs across educational continuum and other programs from birth through adulthood*;* SA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels.

Grading Policy:
Grading Scale -
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%-89% of the points	=	B
70%-79% of the points	=	C
60%-69% of the points	=	D
less than 60% of the points	=	F

Assignments:
1. Reading: Reading as assigned in class.
2. Participation points: Various activities will occur associated with various topics in the course. Points will be assigned for completion of written activities. If missed due to unexcused absence, these points cannot be made up.
3. Examination: One exam will be given that covers knowledge components of the course. Questions will include short answer and essay responses.
4. ABA Intervention: For a student behavior identified during practicum, a ABA intervention plan will be designed and carried out. This assignment will take place on an in-class or an approved field based setting. A final report of the intervention will be representative of a manuscript that could be submitted to a peer-reviewed journal (i.e., Journal of Applied Behavior Analysis).

Chart of Assessments:

See Chart . .

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Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed 1 2 3 4 5 6	Dispositions Addressed 1 2 3 4 5
Examination	Covers knowledge components of the course. Questions include multiple choice, true/false, short answer questions, and/or essay.	☒ ☒ ☒ ☐ ☐ ☐	☐ ☐ ☒ ☒ ☐
Observation onsite	To complete ABA assignment, students will do onsite observation and collecting data.	☒ ☒ ☒ ☒ ☒ ☒	☒ ☒ ☒ ☒ ☒
ABA Assignment	For a student behavior identified during practicum, a ABA intervention plan final report will be presented in class and submitted for a grade. The report should be representative of a manuscript that could be submitted to a peer-review journal.	☒ ☒ ☒ ☒ ☒ ☒	☒ ☒ ☒ ☒ ☒
		☐ ☐ ☐ ☐ ☐ ☐	☒ ☒ ☐ ☐ ☒

List of Graduate/Advanced Unit Standards:
Standard 1 – Content Knowledge
Standard 2 – Critical Thinking and Problem Solving
Standard 3 – Oral and Written Communications
Standard 4 – Advanced Scholarship/Research/Creative Activity
Standard 5 – Working with Diverse Clientele
Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:
Disposition 1 – Interaction with Students
Disposition 2 – Professional and Ethical Practice
Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

SPE 5133
TOPICS: Applied Behavior Analysis

Course Description

SPE 5133: TOPICS—Applied Behavior Analysis (3-0-3). TOPICS: AP BEH ANAL. In-depth exploration of behavioral principles as applied to special and general education issues and concerns. This course has implications for teaching, supervision, and educational service delivery. Prerequisite: Graduate level standing in special education or a related field.

Learning Model

The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Textbook

Schloss, P.J., & Smith, M.A. (1998). *Applied behavior analysis in the classroom.* Needham Heights, MA: Allyn & Bacon.

Course Outline

I. Course Introduction (1 week)
   A. Scope of course
   B. Course requirements

II. Origins of Applied Behavior Analysis (1 week) (Baer, Wolf, & Risley, 1968, 1987)
   A. Historical foundations
   B. Definition of Applied Behavior Analysis (ABA)
   C. Difference between ABA and behavior modification

III. Designing an ABA intervention (1 week) (Lovitt, 1975a, 1975b; Sugai & Tindal, 1992; Alberto &Troutman, 1990)
   A. Definition of behaviors
   B. Selecting goals and objectives
   C. Writing goals and objectives
   D. Selecting interventions
   E. Social validity of goals, interventions and effects

IV. Behavioral Observation/Recording (1 Week) (Alberto & Troutman, 1990; Foster-Johnson & Dunlap, 1993; Sugai & Tindal, 1992).
   A. Event recording
   B. Duration recording
   C. Interval recording
   D. Permanent product recording

E. Graphing of collected data

V. Functional Assessment & Analysis of Behavior (2 weeks) (O'Neil, Horner, Albin, Sprague, Storey, & Newton, 1997)
   A. Defining Functional Assessment
   B. In Law
   C. Purpose
   D. Behavior Function: Gain Desired
   E. Behavior Function: Escape/Avoid Undesired
   F. Process of Conducting
   G. Relationship with behavioral analysis

VI. Single Subject Designs (1 week) (Alberto & Troutman, 1990; Lovitt, 1975)
   A. Reversal and withdrawal
   B. Multiple baseline designs
   C. Changing criterion designs
   D. Multi-element designs
   E. Graphing Single-Subject Designs

VII. Antecedent Interventions in ABA (2 weeks) (Canter & Center, 1976; Salend, 1994; Sugai & Tindal, 1992)
   A. Classroom rules, routines, and schedules
   B. Teaching procedures
      1. Modeling
      2. Prompting
      3. Shaping
      4. Chaining/task analysis
   C. Teacher-student interactions
   D. Peer interactions
   E. Teaching materials and activities
   F. Teach alternate, appropriate behaviors as replacement responses

VIII. Consequent Interventions in ABA (2 weeks) (Evans & Richardson, 1995; Skiba & Deno, 1991; Walker & Shea, 1995; Costenbader & Reading-Brown, 1995)
   A. Reinforcement
      1. Definition
      2. Schedules
      3. Selection
      4. Specific procedures
         a. differential reinforcement procedures
         b. token economies
         c. contingency contracting
      5. Advantages and disadvantages
   B. Extinction
      1. Definition
      2. Specific procedures

3. Advantages and disadvantages

C. Punishment

1. Definition
2. Specific procedures
   a. response cost
   b. time out
   c. overcorrection
   d. presentation of aversive stimuli

3. Issues associated with punishment
   a. use of least restrictive/intrusive procedure
   b. advantages and disadvantages

IX. Generalization and Maintenance Procedures (1 week) (Stokes & Bar, 1997; Rose, Lessen, & Gottliet, 1982; Thorpe, Chiang, & Darch, 1981)

A. Definition
B. Factors that promote or inhibit generalization and maintenance
C. Techniques to promote generalization and maintenance
D. Use of self-management techniques in promoting generalization and maintenance

X. Ethical and Legal Considerations in ABA (1 week) (Strickland & Turnbull, 1990; Illinois State Board of Education, 1994; Walker & Shea, 1995; Alberto & Troutman, 1990)

A. Ethical considerations
   1. Obtaining parental consent
   2. Confidentiality
   3. Competent use of procedures
   4. Treatment effectiveness versus treatment acceptability
B. Legal considerations
   1. Federal laws related to ABA
   2. State laws related to ABA
   3. Litigation related to ABA

XI. Teaching ABA Procedures to Others (1 week) (Walker & Shea, 1995; Alberto & Troutman, 1990; Sugai & Tindal, 1992)

A. General Educators
B. Paraprofessionals
C. Parents
D. Students

XII. Communicating Behavioral Progress to Others (1 week) (Walker & Shea, 1995; Alberto & Troutman, 1990; Sugai & Tindal, 1992)

A. Effective oral communication strategies
B. Effective written communication strategies

Course Requirements

1. Readings: Readings for each class session are listed in the course calendar. During some weeks, students will be in charge of locating and leading discussion on readings.

2. Participation points: Various activities will occur associated with various topics in the course. Points will be assigned for completion of written activities. If missed due to unexcused absence, these points cannot be made up.

3. Examination: One exam will be given that covers knowledge components of the course. Questions may include multiple choice, true/false, short answer questions, and/or essay. The final examination and is designed to resemble what will be required on the comprehensive examination question for this course. More detailed information and directions for this assignment will be provided in class.

4. ABA Intervention: For a student behavior identified during practicum, a ABA intervention plan will be designed and carried out. This assignment will take place of an in-class or an approved field based setting. A final report of the intervention will be presented in class and submitted for a grade. The report document should be representative of a manuscript that could be submitted to a peer-reviewed journal (i.e., Journal of Applied Behavior Analysis).

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EIU Graduate Level Outcome addressed in this course:

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STANDARD 6 - Instructional Delivery
The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21): 6A. Classroom management theories and positive strategies for individuals with exceptional learning needs; 6B. Research-based best practices for effective, positive management of teaching, learning, and behavior; 6C. Sequences, implements,

and evaluates individualized behavioral objectives. 6E. Uses varied positive, non-aversive techniques for managing targeted behavior. 6F. Implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement; 6H. Analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

STANDARD 7 - Collaborative Relationships
The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students: 7B. Strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7E. Demonstrates skills of problem-solving and conflict resolution; 7G. Synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies.

STANDARD 8 - Professional Conduct and Leadership
The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being: 8A. Meets the standards set forth in Section 28.100 (h) (1) of this Part; 8B.Uses positive behavioral interventions with consideration of learners' physical freedom and social interaction. 8C. Uses positive behavioral interventions with respect for human dignity and personal privacy.

STANDARD 9 - Reflection and Professional Growth
The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally: 9A. Meets the standards set forth in Section 28.100 (i) (1) of this Part.

Advance Common Core (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy
Knowledge: ACC1K2 Evidence-based theories of organizational and educational leadership; ACC1K4
Federal and State education laws and regulations; ACC1K5 Current legal, regulatory, and ethical issues affecting education
Skills: ACC1S3 Advocate for educational policy within the context of evidence-base practices.

Standard #2: Program Development and Organization
Knowledge: ACC2K1Effects of the cultural and environmental milieu of the child and the family on
behavior and learning; ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum; ACC2K3 Continuum of program options and services

available to students with exceptional learning needs;ACC2K4 Prereferral intervention processes and
strategies; ACC2K5 Process of developing individualized education plans; ACC2K6 Developmentally
appropriate strategies for modifying instructional methods and the learning environment.
Skills: ACC2S1 Develop programs including the integration of related services for children based upon a
thorough understanding of individual differences; ACC2S2 Connect educational standards to specialized
instructional services; ACC2S4 Incorporate essential components into individualized education plans

Standard #3: Research and Inquiry
Knowledge: ACC3K1Evidence-based practices validated for specific characteristics of learners and
settings.
Skills: ACC3S1 Identify and use the research literature to resolve issues of professional Practice;ACC3S2
Evaluate and modify instructional practices in response to ongoing assessment data; ACC3S3 Use
educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation
Knowledge: ACC4K1Evaluation process and determination of eligibility; ACC4K2 Variety of methods
for assessing and evaluating students' performance; ACC4K3 Strategies for identifying individuals with
exceptional learning needs.
Skills: ACC4S3 Advocate for evidence based practices in assessment; ACC4S4 Report the assessment of
students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice
Skills: ACC5S2 Implement practices that promote success for individuals with exceptional learning needs.

Standard #6: Collaboration
Knowledge: ACC6K2Roles of educators in integrated settings.
Skills: ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ACC6S2 Apply strategies to resolve conflict and build consensus.

Advanced Knowledge and Skill Set for Special Education Administrators (CEC SEA_K or CEC SEA_S)

Standard 1: Leadership and Policy

Knowledge: SA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families.

Skills: SA1S4 Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptional learning needs and their families*;* SA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

Standard 2: Program Development and Organization

Knowledge: SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs; SA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs.

Skills: SA2S1Develops and implements a flexible continuum of services base on effective practices for individuals with exceptional learning needs and their families; SA2S2 Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

Standard 3: Research and Inquiry

Knowledge: SA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families.

Skills: SA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families; SA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families.

Standard 4: Individual and Program Evaluation

Knowledge: SA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families.

Skills: SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems; SA4S2Develops and implements ongoing evaluations of education programs and personnel; SA4S4 Designs and implements evaluation procedures that improve instructional content and practices.

Standard 5: Professional Development and Ethical Practice

Knowledge: SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs.

Standard 6: Collaboration

Knowledge: SA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families; SA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families.

Skills: SA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation*:* SA6S2 Strengthens the role of parent and advocacy organizations as they support individuals with exceptional learning needs and their families; SA6S4 Develops seamless transitions of individuals with exceptional learning needs across educational continuum and other programs from birth through adulthood*;* SA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels.
Assessment Graduate Outcomes

Examination(s)
Teacher Observation Assignment
ABA Intervention Plan
Inservice Plan Assignment
Practicum Plan

Course/Department Policies

Written Language Standards

Written assignments are expected to follow *American PsychologicalAssociation (APA)* style, format, and guidelines. Nonlabeling language is expected in all written materials. Students in SPE 5133 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Attendance

Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence, **may** deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

Practicum

Practicum **must** be **successfully** completed. If practicum is judged to be less than satisfactorily completed, then no more than a "D" may be earned, regardless of the number of points earned.

Grading Scale

A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	**=**	**A**	
80%-89% of the points		=	B
70%-79% of the points		=	C
60%-69% of the points		=	D
less than 60% of the points	=	F	

Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance

Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

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

Students 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, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student'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).

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