

## SPE 3600 Behavioral Principles in Special Education

### Behavioral Principles ELN

**(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. **WI** Prerequisites: SPE 2000 and 3000 or concurrent enrollment in 3000.  
SPE 3600 Short Title: BEH PRINC ELN

Grading Methods:  Traditional (ABCDF)  
 ABC/NC  
 C/NC  
 AU

Repeat information:  May be repeated  
How many times \_\_\_\_\_  
For how many maximum total hours? \_\_\_\_\_  
 May not be repeated

Restriction(s):  Open only to Special Education majors  
 Open to Non-Special Education majors  
 College affiliation (or exclusion)  
 Major affiliation (or exclusion):  
 Undergraduate level  
 Graduate level  
 Class level

**Prerequisite(s)** SPE 2000 and SPE 3000 or concurrent enrollment in SPE 3000

**Co-requisite(s)** None

Equivalent EIU Course(s): None

Authority to waive  
prerequisite: Chairperson

**Required Text:**

Raymond, E.B. (2008). *Learners with Mild Disabilities: A Characteristics Approach (3<sup>rd</sup> ed.)*. Boston, MA: Allyn & Bacon.

**Support of Conceptual Framework:**

See “Relationship of the Course to Unit Theme and Conceptual Framework”

**Methods of Instruction:**

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

Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based behavioral assessment on a student within their practica setting. Additionally, the course materials and learning sessions provide for the integration of the preservice teachers’ ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.

Learning Outcomes/Objectives:

**Grading Policy:**

The grading scale is as follows:

- 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 = less than 60% of total points

**Assignments:**

See “Methods of Assessment” and “Major Evaluation Components”...

**Chart of Assessments:**

See Chart . . .

**Undergraduate/Initial: Chart of Assessments**

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Exams	3 ... non-cumulative exams. Covers all information from course	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paper	10-15 page paper on research project. Includes a review of relevant literature, method of research, results, and discussion/conclusion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Behavior Assessment	Based on FBA done by practitioner. Includes a data collect instrument, summary of the teacher interview, summary of the student interview, ABC observation summary, and other supporting observational data.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Behavior Intervention Plan	Components include providing indentifying information, a summary of the FBA data, identification of the target beahvior, 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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practicum	18-25 hours of experience in the schools	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Poster Session	Displayed information/outcome for a semester-long behavior change project.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**List of Initial Unit Standards:**

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**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

## Catalog 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.

## Objectives of the Course

### ***This course is:***

- Writing – Active
- Writing – Intensive
- Writing – Centered

### ***This course is:***

- Technology-aware: 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. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

## Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

*SPE 3600: Behavioral Principles in Special Education relate to the Conceptual Framework Theme as it is framed around providing preservice teachers with the necessary skills to effectively deal with student behavior management and intervention issues. Through this course preservice teachers learn how to assess, plan, and intervene with diverse student behaviors in a wide variety of ecologically based learning environments. The course prepares the preservice teachers to identify and implement effective strategies for providing students with a well-managed and educationally beneficial learning environment.*

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

*SPE 3600: Behavioral Principles in Special Education addresses the five Conceptual Framework domains both in the theoretical underpinnings and pragmatic implementation. The topical basis the five domains are interwoven throughout the course readings, course lectures, and course projects. Throughout the course the preservice teachers are required to interactively discuss and produce subject material that deals with diverse students, subject areas, strategies, technology, and societies/communities. Furthermore, as this course includes a mandatory practica, the preservice teachers are able to apply their learned skills in the context of a real-world learning environment. Finally, in the two final course projects (a course paper and poster project) students are required to openly demonstrate a mastery of their gained knowledge and skills.*

The Learning Model for this course is: Ecological

Methods used in teaching this course which reflect this learning model:

*The learning model for SPE 3600: Behavioral Principles in Special Education is the ecological model. Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based behavioral assessment on a student within their practica setting. Additionally, the course materials and learning sessions provide for the integration of the preservice teachers' ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.*

**Methods of assessment** of student performance relative to the theme and/or the domains):

*In SPE 3600: Behavioral Principles in Special Education the preservice teachers are assessed in a variety of formats, including close-ended exams, open-ended essay exams, multiple course mini-projects, a course topical paper, and a research-based poster project. Providing the preservice teachers a variety of graded assignments affords them an opportunity to demonstrate their gained knowledge and skills across a variety of diverse media, approaches, and levels of thought. Finally, each assessed assignment provides the instructor and the preservice teacher an indicator for how well the preservice teacher is meeting the requirements of the course.*

# **CEC Content Standards Addressed In This Course**

## ***CEC Common Core Standards, including Knowledge and Skills:***

### **Standard 8 - Assessment**

#### **Knowledge:**

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, prereferral, referral, and classification procedures.
- Use and limitations of assessment instruments.

#### **Skills:**

- Gather relevant background information.
- Develop or modify individualized assessment strategies.
- Report assessment results to all stakeholders using effective communication skills.
- Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- Develop or modify individualized assessment strategies.
- Create and maintain records.

## ***CEC Individualized General Curriculum Standards, including Knowledge and Skills:***

### **Standard 5 - Learning Environments and Social Interactions**

#### **Knowledge:**

- Barriers to accessibility and acceptance of individuals with disabilities\*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.

#### **Skill:**

- Teach individuals with disabilities\* to give and receive meaningful feedback from peers and adults.
- Use skills in problem solving and conflict resolution.

### **Standard 8 - Assessment**

#### **Knowledge:**

- Specialized terminology used in the assessment of individuals with disabilities\*.

- Laws and policies regarding referral and placement procedures for individuals with disabilities\*.
- Types and importance of information concerning individuals with disabilities\* available from families and public agencies.

**Skill:**

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities\*.
- Monitor intragroup behavior changes across subjects and activities

***CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:***

**Standard 5 - Learning Environments and Social Interactions**

**Knowledge:**

- Barriers to accessibility and acceptance of individuals with disabilities\*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.
- Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities\*.

**Skill:**

- Teach individuals with disabilities\* to give and receive meaningful feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities\* in a variety of group and individual learning activities.
- Use skills in problem solving and conflict resolution

**Standard 8 - Assessment**

**Knowledge:**

- Specialized terminology used in the assessment of individuals with disabilities\*.
- Laws and policies regarding referral and placement procedures for individuals with disabilities\*.
- Types and importance of information concerning individuals with disabilities\* available from families and public agencies.

**Skill:**

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities\*.

- Monitor intragroup behavior changes across subjects and activities

## **State of Illinois Standards Addressed in this Course**

### ***Illinois Professional Teaching Standards***

#### **STANDARD 2 - Human Development and Learning**

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

#### **KNOWLEDGE**

- 2A. understands how students construct knowledge, acquire skills, and develop habits of mind.
- 2B. understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. understands human development, learning theory, neural science, and the ranges of individual variation within each domain.
- 2D. understands that differences in approaches to learning and performance interact with development.
- 2E. understands how to include student development factors when making instructional decisions.
- 2F. knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

#### **Skill-**

- 2G. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

#### **STANDARD 3 – Diversity**

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#### **Knowledge-**

- 3C. understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

**Skill-**

- 3G. facilitates a learning community in which individual differences are respected.
- 3N. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.

**STANDARD 5 - Learning Environment**

The competent teacher 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.

**Knowledge-**

- 5A. understands principles of and strategies for effective classroom management.
- 5B. understands how individuals influence groups and how groups function in society.
- 5C. understands how to help students work cooperatively and productively in groups.
- 5E. knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.
- 5F. knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.
- 5G. knows strategies for intervening in situations to prevent crises from developing or escalating.
- 5H. knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

**Skill-**

- 5I. maintains proper classroom decorum.
- 5J. maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.
- 5K. uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
- 5L. analyzes the classroom environment and makes decisions to enhance social relationships, students' motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- 5M. organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

- 5N. engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.
- 5O. demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
- 5P. modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
- 5Q. uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.
- 5R. uses effective methods for teaching social skill development in all students.

## ***Common Core Standards for All Special Education Teachers:***

### **STANDARD 3 - Assessment:**

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)]

#### **Knowledge:**

*The competent special education teacher understands*

CC3A. assessment as an educational process.

CC3C. legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities.

CC3F. strengths and limitations of various assessment tools.

CC3G. influences of disabilities, culture, and language on the assessment process

CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.

#### **Skill-**

CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.

CC3Q. creates and maintains accurate records.

### **STANDARD 5 - Learning Environment:**

The competent special education teacher 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. [28.100(e)]

#### **Knowledge-**

CC5B. basic classroom management theories and methods.

CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.

CC5D. the effects of teacher attitudes and behaviors on all students.

CC5E. laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.

CC5F. strategies for individual behavior management, crisis prevention, and intervention

CC5G. functional assessment of behavior and the components of behavior intervention plans.

CC5I. strategies for conflict resolution.

CC5J. effective instructional strategies for social skills development.

CC5K. issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.

CC5L. how to identify realistic expectations for student behavior in various settings.

### **Skills-**

CC5R. identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation.

CC5S. uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs.

CC5V. monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.

CC5X. develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.

CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.

CC5Z. elects target behaviors to be changed and conducts a functional assessment of the target behavior.

CC5CC. uses procedures to help individuals develop self-awareness, self-control, self-reliance, self-esteem, and self-determination and manage their own behavior.

## ***Learning Behavior Specialist 1 Standards:***

### **STANDARD 3 - Assessment:**

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

#### **Knowledge-**

LBS3C. strategies for assessing learning environments and conducting functional behavioral assessments within the environment.

#### **Skill-**

LBS3I. designs and implements functional assessment procedures.

### **STANDARD 5 - Learning Environment:**

The competent learning behavior 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. [28.200(e)]

#### **Knowledge-**

LBS5A. rationale for selecting specific management techniques.

LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

**Skill-**

LBS5C. uses appropriate strategies for managing significant behavioral episodes and crisis intervention.

LBS5D. coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.

LBS5E. uses appropriate strategies for decreasing self-abusive behaviors.

LBS5F. plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

***Core Language Arts Standards for All Teachers:***

**STANDARD 1**

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

**Performance Indicators -**

***The competent teacher:***

1D. practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".

**STANDARD 2**

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

## **Knowledge-**

- 2A. knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. understands how to communicate ideas in writing to accomplish a variety of purposes.

## **Performance Indicators –**

### *The competent teacher*

- 2C. models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2H. listens well.

## **STANDARD 3**

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

## **Knowledge Indicators –**

### *The competent teacher:*

- 3A. understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.

## ***Technology Standards for All Teachers:***

### **STANDARD 1 - Basic Computer/Technology Operations and Concepts**

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.

## **Knowledge Indicator –**

### *The competent teacher:*

- 1A. understands how to run computer software; access, generate and manipulate data; and publish results.
- 1C. uses appropriate terminology related to computers and technology in written and oral communications.

## **STANDARD 2 - Personal and Professional Use of Technology**

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

- 2C. uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.
- 2D. uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
- 2E. uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 2F. demonstrates awareness of resources for adaptive/assistive devices for students with special needs.
- 2H. adheres to copyright laws and guidelines in the access and use of information from various technologies.

## **STANDARD 3 - Application of Technology in Instruction**

The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

### **Performance Indicator-**

- 3E. practices socially responsible, ethical, and legal use of technology, information, and software resources.

## **STANDARD 5 - Productivity Tools**

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

## **Knowledge Indicator –**

### *The competent teacher:*

- 5A. knows advanced features of technology-based productivity tools.

## **Performance Indicators –**

### *The competent teacher:*

- 5B. uses advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.
- 5C. uses spreadsheets for analyzing, organizing, and displaying numeric data graphically.
- 5H. uses features of applications that integrate word processing, database, spreadsheet, communication, and other tools.

## **STANDARD 6 - Telecommunications and Information Access**

The competent teacher will use telecommunications and information-access resources to support instruction.

## **Knowledge Indicator –**

### *The competent teacher*

- 6A. knows how to access telecommunications resources to support instruction.

## **Performance Indicators –**

### *The competent teacher:*

- 6B. accesses and uses telecommunications tools and resources for information-sharing, remote information access and retrieval, and multi-media/hypermedia publishing.
- 6C. uses electronic mail and web browser applications for communications and for research to support instruction.
- 6D. uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

## **STANDARD 7 - Research, Problem Solving, and Product Development**

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

## **Knowledge Indicator –**

### *The competent teacher:*

- 7A. understands how to use computers and other technologies in research, problem solving, and product development.

- 7D. selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.
- 7F. collaborates with on-line workgroups to build bodies of knowledge around specific topics.
- 7K. makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.

## **STANDARD 8 - Information Literacy Skills**

The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.

### **Performance Indicators –**

#### ***The competent teacher:***

- 8B. models evaluation and use of information to solve problems and make decisions.

# Major Evaluation Components:

**Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.**

1. **Tests.** Complete up to 5 tests. Tests will assess your knowledge of information from readings and lectures. The student is responsible for all lecture and reading information, as any of this material could be included on the tests.
2. **Paper.** As this is a writing intensive course, there is a paper requirement. For this requirement you will write a paper on a selected topic, relative to course content, this paper will include the following sections: a review of relevant literature, discussion, and conclusion. Each student will be assigned to a collaborative working group to help complete the assignment. Each individual student is expected to produce his or her own original work. Each group will work together to develop and present an in class presentation on their assigned topic.
3. **Functional Behavior Assessment & Behavior Intervention Plan.** Each Student will complete a behavior intervention plan. This plan will be completed based on the results of a functional behavioral assessment (FBA). Components of the FBA will vary by student, but the minimum components include: a data collect instrument (turned in online), summary of the teacher interview, summary of the student interview, ABC observation summary, and other supporting observational data\*. The components of the behavior intervention plan 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.
4. **Practicum.** Complete 18-25 hours of practicum experience in the schools. Practicum site information will be discussed in class.

Within your SPE 3600 packet is a copy of the practicum evaluation form that will be used to grade your practicum participation. There are 10 items that the practicum supervisor will be grading. In order to obtain an overall rating of "Satisfactory" in the practicum experience, you must receive at least a rating of 3 for each of the 10 items. If any item is rated a 1 or a 2, the student will receive an "Unsatisfactory" for completion of the practicum. 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!

5. **Single-Subject Design Poster.** Complete one poster 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. Attendance and presentation of poster at the Poster Session is mandatory.

# Outline of the Course

- I. Historical Perspectives and Foundations (2 weeks)
  - B. 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
  - C. Learning theory central to discipline
    1. Classical Conditioning
    2. Operant Conditioning
    3. Social Learning Theory
    4. Connectionism
  - D. 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 Code of Ethics
    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)
  - A. Formal Assessment
    - 1. Defining need & process
    - 2. Reasons for Referral
    - 3. Defining problem behavior
    - 4. Formal assessment related to behavior
  
  - B. 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
  
  - C. 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
  - C. 5. Cultural Issues

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