

University of Utah  
Department of Special Education  
Principles of Instruction and Behavioral Support  
Special Education 5022/6022: Spring 2014

*Instructor:* Leanne S. Hawken, Ph.D.

*Office Phone:* 581-8121

*Class Time:* 12:55-3:25

*Office Hours:* By appointment

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*Class location:* MBH 309

**Course Description:** As a function of participating in this course, students will be able to:

- 1) Define three-tiered model of Positive Behavior Supports (PBS) and terms of the applied behavior analysis (ABA) teaching model
- 2) Select and implement appropriate data collection and evaluation procedures to assess the effects of instruction and behavior support procedures.
- 3) Describe and design basic strategies for organizing and managing a classroom environment (e.g., physical layout, scheduling, etc.).
- 4) Describe characteristics of effective classroom management and effective instruction to prevent problem behavior.
- 5) Describe and design reinforcement strategies for increasing and maintaining positive behaviors.
- 6) Describe and design consequence strategies for reducing problem behaviors.
- 7) Describe and implement basic strategies for conducting a functional assessment of problem behavior situations.
- 8) Design strategies related to setting events, proactive antecedent techniques, and teaching appropriate skills/behaviors.

**Course Reading Materials**

Scott, T. M., Anderson, C. M., & Alter, P. (2012) *Managing Classroom Behavior Using Positive Behavior Supports*. Upper Saddle River, NJ: Sopris West.

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5<sup>th</sup> Ed). Washington, DC: American Psychological Association

\*\*Supplemental Readings are posted on Canvas based on last name of author and year published

### Tentative Course Schedule\*

\*This syllabus and schedule are subject to change in response to student learning and/or in the event of extenuating circumstances.

\*Note: Scott = Scott, T. M., Anderson, C. M., & Alter, P. (2012)

Supplemental Readings based on last name of author (posted on Canvas)

Class	Date	Topic	Reading/Assignment Due
1	Jan 8	Course Overview Three-Tiered Model of Positive Behavior Support	Scott 1
2	Jan 15	Looking at Behavior in a Functional Way	Scott 2 & 3 <b>SPED 6022 PAPER TOPICS DUE</b>
3	Jan 22	Operationalizing Behaviors, Data Collection, & Task Analysis	Scott 4 & 5 <b>BEHAVIOR CHANGE PROJECT TOPICS DUE</b>
4	Jan 29	Using Data to Know if it's Working & Culturally Responsive Classroom Management	Riley-Tillman 2 & 3 NYU- Culturally Responsive Classroom Management
5	Feb 5	Class-wide FBA & Antecedent Interventions in the Classroom (Rules, Routines, & Responses)	Scott 6 Archer 5 <b>SPED 6022 ABSTRACTS DUE</b>
6	Feb 12	Effective Instruction Review for Exam 1	Archer 6 <b>BEHAVIOR CHANGE PROJECT: PART 1 DUE</b>
7	Feb 19	Exam 1	Exam 1
8	Feb 26	Consequence Strategies to <u>Increase/Maintain</u> Positive Behaviors: Class-wide Group Contingencies	Scott 9 Hulac & Benson (2010)
	Mar 5	<b>Class Cancelled – Work on Part 2 of Behavior Change Project</b>	<b>BEHAVIOR CHANGE PROJECT: PART DUE 2</b> <b>Friday March 7<sup>th</sup> by 5:00 pm in SPED Office or 10:00 pm Canvas</b> <b>Class Cancelled</b>
	Mar 12	<b>Spring Break</b>	
9	Mar 19	Consequence Strategies to <u>Increase/Maintain</u> Positive Behaviors: Individual Student Discuss Behavior Change Project: Part 2 Interventions	Scott 12 Flora (2000)
10	Mar 26	Consequence Strategies to <u>Reduce</u> Problem Behavior Think Time	Scott 13 Martella et al., (2003) – Chapter 8 LRBI Regulations <b>Graduate Article Critiques + Presentation Due</b>
11	Apr 2	Individual FBA, Shaping, & Chaining Graduate Student Presentations	Scott 10-11
12	Apr 9	Individual FBA, Shaping, & Chaining (continued) Crisis/Emergency Procedures Poster Prom Session 1	<b>BEHAVIOR CHANGE PROJECT: Part 3 DUE</b> Colvin (1997) Mehta & Albin (2003)
13	Apr 16	Bully Prevention Poster Prom Session 2 Review for Exam 2	For Elementary: Ross et al., (2013) For Middle/High School: Stiller et al. (2013)
14	Apr 23	Exam 2	Exam #2

## Student Evaluation

### In Class Learning Activities (5 pt. x 7 = 35pts)

To provide students opportunities to apply principles learned in readings and lecture, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive 5 points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. **Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for in class learning activities.** There will be 8 learning activities, 7 of which will count toward the grade. Students who participate in all 8 learning activities will receive 5 extra credit points for their 8<sup>th</sup> activity.

### Learning Checks (5pts X 5 = 25 pts)

To provide students opportunities to demonstrate mastery of knowledge gained from readings/lecture, learning checks will be given periodically throughout the course. Students will work on learning checks in class and will be allowed to work in groups (or can work alone). Learning checks will not be graded but students will receive five points for careful and considerate attempts in answering all questions on the learning check. STUDENTS ARE TO HAVE READ THE MATERIAL ASSIGNED FOR THAT WEEK BEFORE THEY COME TO CLASS. Students will only be allowed a short amount of time (e.g. 20 minutes) to complete the learning check thus it is critical that students come to class prepared. We will go over the learning checks with students/groups sharing answers. Any questions not answered by students will be for students to complete at home. **Students who are absent the day of the learning check or who do not participate in the learning checks will receive no credit. There will be no make-ups for learning checks.** A total of 6 learning checks will be given with only 5 counted for credit. Students who participated in all 6 will be eligible for 5 points extra credit. **Questions from the learning checks will be used on the exams and it is the student's responsibility to make sure he/she has answered the questions correctly.**

### Exams (50 points x 2 = 100):

There will be a total of two exams. Each will consist of multiple choice, true/false, and short answer. Questions on the exam will come from the readings and lectures. **Students must take exams on the assigned dates during the scheduled time period exception of students who have documented disability accommodations.**

### Behavior Change Project: Part 1 (25 pts), Part 2 (25 pts), & Part 3 (30 pts) = 80 points

Students will select one behavior that they seek to change. Must be for yourself, a family member or student in a school (consent required). Others require pre-approval by me. You are required to submit your topic in writing on Canvas by the third week of class. This assignment consists of three parts. Part 1 involves defining the problem behavior and gathering baseline observation data. Part 2 involves gathering functional assessment data and developing intervention strategies. Part 3 involves implementing the intervention, gathering additional data to determine if the intervention was successful and developing a poster presentation to share your results with the class. Further details on each part of the assignment will be provided in separate handouts.

The behavior change project requires students to directly observe individuals and collect data. It is the intent of these assignments that these observations be conducted in classroom settings. **In order to be in schools and classrooms, students must pass a State and Federal background check and have the results sent to the Utah State Office of Education.** Students who do not have the required background check may not conduct their observations and data collection in classroom settings and will need to make other arrangements for the direct observations. These arrangements must be approved by the instructor.

### Graduate Research Article Critique + Presentation (90 pts)

Graduate students will evaluate published research articles related to assessment. The purpose of this assignment is to provide students opportunities to examine research not covered in class and to learn to critically evaluate research and how it applies to school contexts. There will be a written and presentation component of this assignment and additional information will be provided in a separate handout.

**NOTE: All assignments are to be turned in on or before the due date. Late assignments will result in a loss of 10% PER DAY except for extreme emergencies. I reserve the right to deem what is an emergency.**

### Grading Breakdown

#### SPED 5022: Undergraduate Student Requirements

In Class Learning Activities	35 points
Learning Checks (5 X 5)	25 points
Exams (50 pts x 2)	100 points
Behavior Change Project	80 points
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	240

#### SPED 6022: Graduate Student Requirements

In Class Learning Activities	35 points
Learning Checks (5 X 5)	25 points
Exams (50 pts x 2)	100 points
Behavior Change Project	80 points
Graduate Research Critique	
Abstracts	10
Research Critique Paper	60
Research Critique Presentation	20
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	315

The following percentages will be used to determine grades:

A = 94-100%	C+ = 77-79%	D- = 60-63%
A- = 90-93%	C = 74-76%	E = 59% and below
B+ = 87-89%	C- = 70-73%	
B = 84-86%	D+ = 67-69%	
B- = 80-83%	D = 64-66%	

### Additional Course Expectations

#### Classroom Etiquette, Participation, & Attendance

Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. **If you miss a class it is your responsibility (not the instructor's) to obtain all notes, handouts, and assignments missed.** If you come in late or must leave early, please do not interrupt the class. Turn off cell phones or place on vibrate. Also, out of respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you

alter your behavior if I think it is problematic or request that you leave the class if necessary. **You will be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-mail or other excessive chatting (talking to your neighbor while others are talking, etc.).**

My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we're divided into such groups for some type of activity.

### **Technology-Enhanced Learning – Canvas & E-mail**

All of the lecture notes and assignments for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc) will be communicated via e-mail. **Students enrolled in this course must have access to the world-wide web, an e-mail account (both supplied free by the university), and access e-mail on a consistent basis.** The instructor is not responsible for students missing information due to "not checking e-mail."

**Policy Regarding Email Response:** You are expected to e-mail the instructor well in advance of deadlines to insure you get your questions answered. Emails after 5 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 48 but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 48 hours (during normal business hours).

### **Appropriate Language & Diversity**

Students are expected to use appropriate language **in class discussion and in written work.** People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like "the handicapped," "ED kids," "severely retarded," "autistic student" or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts "people first," for example, "the student with a severe disability." "the program for students with behavior disorders." This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The College of Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

### **Confidentiality**

In this class it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, interventions previously tried, and outcomes. Your experience with students and their families is helpful in adding to content and understanding issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, **please do not reveal any information that would allow other people in class to identify the student (e.g., name, school, age, parents name, etc).**

## Accommodations

Students requiring special accommodations to meet the course expectations should bring this to the attention of the instructor during the first week of the semester or immediately after the identification of a new disability. Written documentation from the Center for Disability Services (160 Olpin Union Building) concerning the disability must be provided before accommodations can be made.

## Academic Misconduct

"Academic misconduct," according to the University of Utah Student Code, *"includes, but is not limited to: cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."* Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL of your work including work completed with peers if and when appropriate. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah's Student Handbook. Please read the Student Code of Academic Conduct available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

Any occurrences of academic misconduct (e.g., attempts to cheat on exams, plagiarism in writing) will be penalized to the fullest extent allowed by department, college, and university regulations.