

University of North Texas at Dallas
Fall 2014
SYLLABUS

EDSP 3420D-090: Behavioral Disorders: Characteristics, Identification, & Intervention 3 HRS	
Division of Education and Human Services	
Instructor Name:	Dr. Paulette C. Walter
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Office Hours:	Tuesdays 1 hour after class time or by appointment only.
Classroom Location:	DAL1 Room# 274
Class Meeting Days & Times:	Tuesdays 5:30 PM to 8:20 PM
Course Catalog Description:	This course is designed to provide a comprehensive overview of concepts and issues related to effective methods for behavior intervention for students with exceptionalities. Additionally, student will learn how to implement individualized techniques including applied behavioral analysis, as well as supporting larger group strategies, to promote positive behavioral, social, and emotional growth. Special attention to the development of behavioral intervention plans and positive behavioral supports for students with challenging behaviors will be emphasized along with topics that include ethical and professional behavior of special educators and interpersonal characteristics of effective special education teachers.
Prerequisites:	EDSP 3210, or equivalent, EDSP 3240 & 4320
Required Text:	Alberto Paul A., Troutman Anne. <i>Applied Behavior Analysis for Teachers</i> (9 th ed.) Merrill Prentice Hall
Recommended text and References:	Other required readings as assigned
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com

COURSE OBJECTIVES

Upon completion of this course you will be able to:

1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
2. Understand, and evaluate for possible adoption, a variety of empirically-based large classroom management models.

3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.
5. Understand the importance of professional ethics as related to special education programming.
6. Formulate and describe in writing a comprehensive personal philosophy of discipline, which includes components of major discipline models.
7. Deliver a thoroughly researched, professional presentation to peer/colleagues on a model of classroom discipline and management

COURSE CONTENT OBJECTIVES: Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

COURSE OUTCOMES: Students will be able to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Adapt the social environment to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP)/Behavior Intervention Plan (BIP).



This course addresses the following **National and State Standards and Competencies**:

INTASC	Council for Exceptional Children	TExES EC -12 Standards
<p>STANDARD 5: Motivation & Management The 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</p>	<p>Standard 5: Learning Environments and Social Interactions</p> <p>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.</p>	<p>Special Education EC–12 Standard VII:</p> <p>The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.</p>

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be announced in class and via Blackboard.

TENTATIVE COURSE SCHEDULE

DATE	Topic/Reading Assignments/Chapters	Your timeline and due dates
August 26	Intro to course and syllabus review Library Resources/Writing Center	Buy textbook, review syllabus Organize your calendar
September 2	Chapter 1 - Roots of Applied Behavior Analysis Chapter 2 - Preparing Behavioral Objectives	Discuss Whole Brain Notebook Look for add'l readings on Learn
September 9	Chapter 3 - Procedures for collecting data	Begin reviewing the literature Preparing literature reviews
September 16	Chapter 4 - Graphing Data	Bring research question to class. Select and observe participant so you can make a decision on target behavior(s)
September 23	Chapter 5 - Single subject research design	Due: Define behaviors/secure approval Baselines observations
September 30	Chapter 6 - Functional assessment/analysis Baseline (this should be the last week of initial baseline)	Midterm Chapters 1-5
October 7	Single subject research designs	Baseline observations; Graph data <u>Literature Review Due</u> Review Chapters 1-5
October 14	Chapter 7 - Consequences that Increase Behaviors	
October 21	Chapter 8 - Consequences that Decrease Behavior	Methods and Procedures Due
October 28	Chapter 9 - Differential Reinforcement	
November 4	Chapter 10 - Providing Generalization of Behavior Change	

November 11	Chapter 11 - Self Management	
November 18	Chapter 12 - Responsible use of ABA	
November 25	Thanksgiving Break – No Class	
December 2	Chapter 13 - Putting it all together	Final Projects Due (Include all previously completed and edited sections)
December 9	Presentations	

COURSE EVALUATION METHODS

(All Your Final Work WILL be Bundled in a Notebook and Submitted as a Portfolio)

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism: Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly professional, responsible, and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours (including sleeping);
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are either turned off or put on silent prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course. Texting during class is considered an unprofessional activity.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

Student Professional Dispositions: Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.
8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

Participation

You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. Presence on campus does not constitute attendance or participation in class.

List of Assignments to Demonstrate Your Knowledge - Portfolio

Attendance & Participation: (30 Points)

You are expected to fully participate in all class activities, including probes, lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period.

Whole Brain Notebook: (30 Points)

The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Chapter Reviews: (65 Points)

Each candidate will complete (that means fully completing each section so that you demonstrate that you have read the chapter and you can analyze the material; please do not make statements such as “nothing was difficult” or “I do not want to discuss anything”, etc.) the Bookmark Technique strategy for each chapter. Each chapter review is due on the night of class for which the chapter is discussed.

Behavioral Change and Research Project: (180 Points)

You will use the principles of applied behavior analysis to conduct a study over the duration of this course. You are required to define a behavior (social or academic), take a baseline of that behavior, assess antecedents to the behavior, conduct a review of the literature to identify a researched behavioral intervention that has a *proven record of success*, select and apply the intervention, record and graph the progress of the intervention, and report your findings via a research paper and a class presentation. Further guidelines for this project are included later in the syllabus. Note: **Projects may not be returned so please keep a copy for your personal record.**

Journal Article Critique (2 @ 50 = 100 Points):

Each student will complete two 1-2 page critiques of two different journal articles related to best instructional practices for students diagnosed with an emotional/behavioral disability or pre-approved by the instructor. Each critique must be from a different article.

Detailed guidelines and instructions for this assignment are provided later in this syllabus under the heading of “**Journal Critiques.**”

The journals must be primarily concerned with individuals with exceptional education needs. References for critiques should be presented in American Psychological Association (APA) format. Articles should have dates no earlier than 2009. **Journal articles should be a minimum of three pages of text.** A partial list of acceptable journals is provided in the syllabus. Journals not included in the list should be cleared with the instructor **before the due date.**

School-Wide Plan: (50 Points)

You will develop a school-wide plan for positive behavior support. You will be assigned a partner elementary or high school to interview. From the interview you will determine appropriate assessment activities to gather data about behavior management procedures in effect. You will also gather data as to the effectiveness of the procedures. You will then develop a school-wide plan to teach appropriate procedures across settings of the school. Further information and a scoring rubric for the school-wide plan are located in this document’s appendix.

Classroom Plan: 40 (Points)

Each candidate will develop a classroom management plan for positive behavior support within a P-12 classroom. You may use a virtual classroom for the plan. Please identify the grade level. Please articulate your classroom plan to your school-wide plan. Further information and a scoring rubric are located in this document’s appendix.

Positive Behavior Support Plan: (50 Points)

Using the data generated during the Functional Behavior Assessment, each candidate will develop a Positive Behavior Support Plan based on the function of the behavior for the student exhibiting problematic behavior. If it is feasible, the candidate will collaborate with school personnel to develop the PBSP for the student. Part of this assignment is to collaborate with other team members in problem solving. Further information and a scoring rubric are located in this document’s appendix.

Extra Credit

Throughout this semester, if there are opportunities for extra credit, announcements will be made accordingly.

GRADING PROCEDURES

Grade Distribution You will utilize Blackboard to view your grades and assess your progress throughout the semester. All grades are posted on blackboard immediately after an assignment is graded. Your final grade will be determined by the percentage of possible points earned through the methods of evaluation listed above. Please use office hours for all grade discussions.

Method	Points
1. Attendance & Participation	30
2. Whole Brain Notebook	30
3. Chapter Reviews	65
4. Behavioral Change Project	180
5. Journal Article Critiques	100
6. School-Wide Plan	50
7. Classroom Plan	40
8. Positive Behavior Support Plan	50
Total	545

Grade	Percentage Required
A	90 -100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	59 or below
I	An Incomplete Grade is given ONLY under <u>significant extenuating circumstance</u> WITH supporting documentation <i>and</i> at the professor's discretion.

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written

authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

SETE: Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. Once available, the spring administration of the SETE will remain open through the week of finals.

****Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. **This vocabulary use will result in an automatic deduction on your assignment grade.**

Written Assignments: All written assignments should follow **APA format**. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.

EXAM POLICY Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. **Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.**

Punctuality. Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. **In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.**

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. **The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.**

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

DIVERSITY/TOLERANCE POLICY: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY: The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or

unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

COLLECTION OF STUDENT WORK SAMPLES POLICY: In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

COMPREHENSIVE ARTS PROGRAM POLICY: The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

JAGUARCONNECT MAIL: All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

ETHICAL BEHAVIOR AND CODE OF ETHICS: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE): UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

TECHNOLOGY INTEGRATION POLICY: The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and

implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.