SYLLABUS Educ 4545

Department of Teacher Education

# Weber State University

## Title: Individualized Behavioral Strategies using Applied Behavior Analysis

## Instructor: TBD

## Credit: 2 semester hours

## Semester:

Class Location:

Class Time:

##

## **Course Description:**

This course is designed to teach teacher candidates validated individual behavioral intervention strategies, particularly those designed to meet the needs of students with severe behavioral and social skill deficits. This course will address the needs of those candidates using Applied Behavior Analysis. Candidates will conduct functional assessments and write and implement a function-based behavior intervention plan.
Prerequisites: Completion of Education Level 2 courses with a grade of B- or better
Co-requisites: Educ 4565, Educ 4575, Educ 4580, Educ 4582

**Course Outcomes**

WSU’s teacher preparation conceptual framework theme is, “Student Achievement: Students, Teachers, & Communities Working Together”. The model that illustrates the programs purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based; they describe what teacher candidates should know and be able to do in order to be awarded a license.

## “The Utah Effective Teaching Standards (UETS) have been established by the Utah State Board of Education (R277–530) as the foundation for effective teaching practice. The standards constitute the minimum knowledge and skills required to successfully teach the Utah Core Curriculum Standards and serve as a basis for educator evaluation and a tiered licensing system. They are designed to guide expectations for the screening, hiring, and induction of teachers, and the state approval of licensing preparation programs. The UETS draw heavily upon the concepts in Council of Chief State School Officers’ Model Core Teaching Standards, as well as the needs of Utah districts. They support high quality instruction, one of the Board’s **Promises to Keep** goals” (p. 41).

**Course Objectives**

The Utah Effective Teaching Standards (UETS) are a description of highly effective teaching as adopted by the Utah State Board of Regents. They also represent the knowledge and skills necessary to teach the Utah Core Curriculum Standards. They align with [Utah effective teaching standards](http://www.uen.org/k12educator/uets/), national [Council for Exceptional Children initial preparation standards](http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf) (CEC, 2012), [NCTE/IRA standards](http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf) (NCTE, 2010) and current research on effective teaching practice.

Upon completion of this course, the special education teacher candidate will demonstrate an “Emerging” level of competency in the following UETS and CEC standards:

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| **Course Objectives** | **Standards** | **Assignments** |
| 1. Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 | UETS 3.a, b, cCEC 2.a | Functional Behavior Assessment  |
| 1. Know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
 | UETS 3.cCEC 2.c | Addressing Disruptive Module Part 1, 2 |
| 1. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
 | UETS 5.eCEC 4.b | FBA ModuleFunctional Behavioral Assessment |
| 1. Develop and implement a variety of education plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
 | UETS 7.bCEC 5.e | Behavior Intervention Plan |
| 1. Use professional ethical principles and professional practice standards to guide their practice.
 | UETS 10.aCEC 6.a | Article #1 & 2 Autism Internet ModulePresentation |

Required Materials:

Alberto, P. A, & Troutman, A. C. (2013). Applied Behavior Analysis for Teachers (9th Ed.). Pearson, Columbus, OH. ISBN-10: 0132655977 • ISBN-13: 9780132655972

Rhode, G., Jenson, W. R., & Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd Ed).* Pacific Northwest Publishing (ISBN 978-1-59909-042-9)

Recommended Supplemental Readings:

Utah State Office of Education (August 2007). Special Education Rules. Salt Lake City. USOE Rules <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

Utah State Office of Education LRBI Resources Least Restrictive Behavioral Interventions. <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

**Course Assignments:**

1. ***Article Graphic Organizers***

Teacher candidates will read the assigned articles. After reading each article, they will input all information in a graphic organizer of their choice found at <http://www.eduplace.com/graphicorganizer>. Completed graphic organizers must be brought to class on the assigned days. Candidates will use these organizers to actively participate in a small group discussion. The articles will be available on the class website. Candidates are responsible for downloading them on your own.

Article Review #1: Lewis, T. J., Hudson, S., Richter, M., & Johnson, N. (2004). Scientifically supported practices in emotional and behavioral disorders: A proposed approach and brief review of current practices. *Behavioral Disorders, 29,* 247-259.

Article Review #2: Heward. W. L. (2012). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education, 36*, 186-205.

1. ***IRIS Behavior Modules***

Candidates are required to complete the following IRIS modules, which can be found at <http://iris.peabody.vanderbilt.edu>.

* **Addressing Disruptive and Noncompliant Behaviors Module**

Candidates will complete each module, answer discussion questions, and be prepared to discuss in-class.

* + Part 1: Understanding the Acting-Out Cycle
	+ Part 2: Behavioral Interventions
* **Functional Behavioral Assessment (FBA) Module**

Candidates will complete each page of this module before the designated class session. They will answer discussion questions and be prepared to discuss in-class.

1. ***Autism Internet Module (AIM)***

Students are required to select one module from the Autism Internet Modules website to complete (<http://autisminternetmodules.org>). This module should reflect what strategy they will use as they implement their behavior intervention plan. Candidates will need to submit their results for the pre/post assessments. The “Implementation Checklists” will need to be included as part of their FBA.

1. ***Quizzes:*** There will be four quizzes throughout the semester to assess candidate knowledge on lectures, material from the guided notes, important terms, class discussion, and assigned readings. They will consist of multiple choice, true/false and short answer questions.
2. ***Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan (BIP*)**: Candidates will identify a behavior that a student engages in that would benefit from an intervention. They will conduct a functional behavioral assessment (FBA); develop and implement a behavior intervention plan (BIP) using the information presented in class, IRIS Module and the Utah LRBI supplement. A FBA-BIP Checklist and specific details for this assignment is available on Canvas.
3. ***Class attendance and Participation***. Candidates are expected to download and print daily guided notes from the website, bring them to class, attend to the weekly lecture(s) complete the guided notes during the class session, participate in the response card activities, and ask any relevant questions. Candidates will earn 3 points per class period for attending and participating.

**How candidate’s grade will be determined**

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| **Course Assignments** | **Points Possible** |
| Article Graphic Organizers  | 30 |
| IRIS Behavior Modules  | 45 |
| Autism Internet Module  | 15 |
| Quizzes  | 15 |
| FBA/BIP | 180 |
| Class Attendance and Participation  | 15 |
| Total points possible | 300 |

Grading Scale

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| A | 95%-100% |
| A- | 90%-94% |
| B+ | 87%-89% |
| B | 84%-86% |
| B- | 80%-83% |
| C+ | 77%-79% |
| C | 74%-76% |
| C- | 70%-73% |
| D | 65%-69% |
| E | 64% and below |

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. For further clarification of WSU’s policy please review Section 6-22 of the Policies and Procedures Manual.

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism. If you are caught submitting a copied paper, even if you didn’t mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

**ADA Statement:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. If you choose to do this, be sure and bring me all documents needed so that I can accommodate your needs appropriately.

**Tentative Course Schedule**\*

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

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| **Dates** | **Topics** | **Assigned Readings** | **Assignments Due** |
| Week 1 | Course Overview |  |  |
| Week 2 | Principles of ABA | Alberto & Troutman (2013) Ch. 1-2 | IRIS FBA (pp. 1, 2, 3, 4) |
| Week 3 | FBA Step 1: Identify and Operationally Define Target/Replacement Behaviors | Alberto & Troutman (2013) Ch. 3 | IRIS FBA (pp. 5) |
| Week 4 | FBA Step 2: Assess Student Behavior | Alberto & Troutman (2013) Ch. 4 | IRIS FBA (pp. 6, 7) |
| Week 5 | Graphing Data | Alberto & Troutman (2013) Ch. 5Lol & Starling (2007)Dixon et al. (2009) | Quiz #1 |
| Week 6 | FBA Step 3: Develop Hypothesis | Alberto & Troutman (2013) Ch. 7 | IRIS FBA (pp. 8) |
| Week 7 | BIP Step 1: Select Intervention | Alberto & Troutman (2013) Ch. 8LRBI Tier 1Rhode, Jensen, & Reavis (2010) Ch. 4 | IRIS FBA (pp. 9)IRIS Disruptive Behavior Part 1Article graphic organizer review 1 due |
| Week 8 | BIP Step 1: Select Intervention | Alberto & Troutman (2013) Ch. 9LRBI Tier 2 | IRIS FBA (pp. 10)IRIS Disruptive Behavior Part 2 |
| Week 9 | BIP Step 1: Select Intervention | Alberto & Troutman (2013) Ch. 10LRBI Tier 3 | Autism Internet Module (AIM)Quiz #2 |
| Week 10 | BIP Step 1: Design Intervention | Alberto & Troutman (2013) Ch. 6 |  |
| Week 11 | BIP Step 2: Monitor Student Progress |  | IRIS FBA (pp. 11) |
| Week 12 | Self-Management | Alberto & Troutman (2013) Ch. 12Rhode, Jensen, & Reavis (2010) Ch. 5 |  |
| Week 13 | BIP Step 3: Evaluate Intervention Effectiveness |  | IRIS FBA (pp. 12)Quiz #3 |
| Week 14 | Intervention Presentations |  |  |
| Week 15 | Intervention Presentations |  | Quiz #4Article graphic organizer review 2 due |