Department of Special Education

Sped 553-01: Behavior Strategies and Supports

For Students with Disabilities

Spring 2014

Instructor: Angela S. McIntosh, Ph.D.

Office: NE 97

Office hours: Tuesdays, 2:00-4:00 PM (or by appointment); virtual office hour Thursdays 9:00 – 10:00 AM; other hours by appointment.

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Section and Enrollment Information

Class meeting: Tuesdays, 4:00 – 6:40 PM

Class location: EBA 408

Schedule number: 23038

Enrollment and crashing policies: This course is offered for students who have been accepted into one of the Department of Special Education, Education Specialist Preliminary Credential Programs. Students in other programs may enroll with permission.

Course Description

Positive behavioral supports for students with disabilities in general and special education settings. Current theories and programs in functional assessment and behavioral change. Applications in educational and community environments with diverse students.

The course will focus on the concepts and procedures of applied behavior analysis related to classroom management of social and academic behaviors. Emphasis will be placed on the application of principles of effective instruction, proactive behavior management and positive behavioral support for students with disabilities. Topics will include principles of behavior management, instructional design and instructional strategies, data-based programming, measurement, and evaluation discussed from both theoretical and practical perspectives. Course content will be presented through readings, lectures, discussions, practice activities, and field based experiences. Through an introduction to field-based teacher research methodology, participants will acquire the skills necessary to develop,
implement, and evaluate behavioral and instructional management procedures in educational environments.

**California Teaching Credential Standards Addressed by this Course**

**Program Standards:**
Standard 12: Behavioral, Social and Environmental Supports

**Mild/Moderate Disabilities (M/M):**
Standard 4: Positive Behavior Support

**Moderate/Severe Disabilities (M/S):**
Standard 6: Positive Behavioral Support and Intervention

**Early Childhood (ECSE)**
Standard 6: Intervention and Instructional Strategies: Birth through Pre-Kindergarten

**Student Learning Outcomes**

Through course activities, discussions, or assignments, students will learn about and/or be able to:

1. **Laws and regulations that guide practice**
   a. Describe Federal Law and California Code of Regulations as it pertains to FBA
   b. Describe relevant state and federal laws pertaining to the education English Language Learners (ELL)

2. **Education environments and systematic instruction in special education**
   a. Describe the characteristics and application of applied behavior analysis (ABA) in education
   b. Describe the relationship between academic instruction and behavior management
   c. Describe the relationship between effective instruction and English Language Development (ELD)

3. **Teaching**
   a. Foundations
      i. describe the critical features of an ABA approach to teaching
      ii. describe principles of linguistic development
      iii. describe programs for English language development
   b. Steps in teaching
      i. write a complete behavioral long-term goal and 3 short-term objectives
      ii. describe the major steps in an ABA approach to teaching
      iii. design a sequence for teaching a behavior to a learner
   c. Stimulus control
i. describe the purpose and rationale for “bringing responding under control.”
ii. describe how stimulus control operates in concept learning and general case learning
d. Presenting instructional trials
   i. describe how forward and backward chaining are used and how they are similar and different.
   ii. describe the use of time delay procedures in teaching

4. Behavioral assessment and information management
   a. Data collection presentation
      i. describe the defining dimensions of behavior
      ii. describe how time and event based observation systems are different
      iii. develop an observation system that is appropriate for a particular behavior
      iv. graph and analyze a set of data
      v. conduct a trend analysis on a set of data
      vi. develop and apply data based decision-making rules
   b. Functional assessment
      i. define the components of functional behavioral assessment and functional analysis
      ii. conduct a simple ABC analysis and develop testable explanations and hypotheses about the function of behavior
      iii. discuss how community and home practices affect literacy for EL students
   c. Behavior support and teaching plan
      i. develop, implement, and evaluate a behavior support and teaching plan

5. Increasing existing desirable behaviors
   a. Define and give examples of positive and negative reinforcement
   b. Describe procedures for identifying effective positive reinforcers
   c. Define and give examples of different types of reinforcers: unconditioned and conditioned, generalized, and token.
   d. Describe systems and guidelines for managing positive reinforcement procedures: token economies, behavioral contracts, group contingencies.

6. Reduction and elimination of undesirable behaviors
   a. Describe principles and guidelines for ethical and educational selection and use of behavior reduction procedures
   b. Define and give examples of DRO, DRA, DRI, and DRL
   c. Define extinction and describe response characteristics under extinction conditions
   d. Describe differences and similarities between Type I and Type II behavior reduction procedures, and give examples of major procedures (timeout, overcorrection, presentation of aversive stimuli, response cost)
7. Maintenance and generalization of behavior  
   a. Schedules of reinforcement  
      i. give examples and describe the response characteristics of interval and ratio schedules of reinforcement  
      ii. describe guidelines for the selection and use of different schedules of reinforcement  
   b. Setting, antecedent, consequence, and response manipulations  
      i. describe manipulations that facilitate response maintenance and stimulus generalization  
      ii. define and give an example of general case programming  
   c. Self-management strategies  
      i. define self-management and describe examples of self-recording, self-instruction, and self-delivery of consequences  
      ii. describe how self-management strategies might be used to facilitate response maintenance and stimulus generalization.  

8. Ethical considerations and standards for professional practice in applied behavior analysis  
   a. Students will understand and adhere to CEC Code of Ethics  
   b. Students will understand and adhere to BACB Standards of Professional Practice  

9. Skills in using technology to accomplish the goals of the course.  
   a. Participants will be required to use Blackboard to access course information.  
   b. Some class sessions will be replaced by virtual experiences and assignments accessed through Blackboard or the World Wide Web.  

Course Materials

Required Textbook


Required Readings and Materials


• 30 EC 56520 - Behavioral Interventions Legislative Findings, Declarations and Intent  
• 30 EC 56523 - Regulations Pertaining to Behavioral Interventions


**Recommended Seminal Articles**


**Online Resources**

Positive Environments Network of Trainers (PENT) [http://www.pent.ca.gov](http://www.pent.ca.gov)


**Assessment and Grading**

(Describe grading policies, assignment weights, and what constitutes passing grades for the course. If you do not include a more detailed section about assignments later in the syllabus, you may choose to provide additional specific information about assignment grading, submission, and other logistics here.)

**Assignments and Exams**

1. **Online Quizzes (150 points total)** – Quizzes will be based on readings and lectures from previous class sessions and/or readings assigned for the class meeting on the quiz due date. Online quizzes will be presented and completed through Blackboard. You must use either the Firefox or Safari browser when taking quizzes or tests on Blackboard. The availability of quizzes (opening and closing dates and times) will be determined and announced in class and via Blackboard. Five quizzes will be given across the semester; each quiz will be worth 30 points.

2. **Online learning activities, in-class assignments and/or discussion boards (100 points)** – Participation in online learning activities will be required to supplement course lectures and class discussions. Activities and/or discussion topics will be posted on Blackboard throughout the semester. Course participants are required to complete every assignment in this category over the course of the semester. Points per assignment will vary totaling 100 in this category.

3. **Homework (200 points)** – A series of related homework assignments will require the participant to demonstrate acquisition of performance competencies related to the development of Behavior Intervention Plans. For full credit, assignments must be received on or before the due date. Details of homework assignments, submission instructions, due dates, and point values for each assignment will be posted on Blackboard. All homework assignments are to be submitted via Blackboard in MS WORD only.

4. **Final Project (250 points)** – All course participants will develop a Behavior Intervention Plan (BIP) based on a Functional Behavior Assessment. This write-up will approximate what might be required in a public or private school setting.
serving individuals with special needs. Worksheets and Report Forms as well as the scoring rubric will be provided. Detailed guidelines will be provided on Blackboard.

5. **Checkpoint Exams (200 points total)** – Two checkpoint exams (each worth 100 points) will be given during the semester that require participants to demonstrate emerging ABA skills through the application of concepts and procedures covered in the course. Exams will be presented in multiple formats.

6. **Final Exam (100 points)** – The final exam will cover information presented over the entire course.

7. **Class/Wimba Attendance and Participation (30 Points)** – Course participants will earn two points per class session for attendance and participation, and points for missed online or face to face class sessions cannot be made up. Unexcused tardiness or instances of leaving class before dismissal by the instructor will result in the forfeiture of attendance and participation points. Participants are responsible for signing in at the beginning of each face-to-face class session.

**Final Grades**

Your grade will be based on total points earned out of 1000 according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>940–1000</td>
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<tr>
<td>A-</td>
<td>900–939</td>
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<tr>
<td>B+</td>
<td>870–899</td>
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<tr>
<td>B</td>
<td>830–869</td>
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<tr>
<td>B-</td>
<td>800–829</td>
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<tr>
<td>C+</td>
<td>770–799</td>
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<td>C</td>
<td>730–769</td>
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<td>C-</td>
<td>700–729</td>
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<td>D+</td>
<td>670–699</td>
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<td>D</td>
<td>630–669</td>
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<td>D-</td>
<td>600–629</td>
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<td>0–599</td>
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**Grading Policies, General Requirements, Expectations, and Information**

- **Student Conduct**: Students preparing to become special educators are expected to conduct themselves in a highly ethical manner consistent with the Council for Exceptional Children *Code of Ethics and Standards of Professional Practice*, as well as the SDSU *Statement of Student Rights and Responsibilities*.

- Each participant is expected to contribute to a positive learning environment by arriving on time to each online or face-to-face class meeting, remaining in class until dismissed, turning off cell phones, and, in all class-related interactions, treating others in a manner that is courteous, demonstrates mutual respect, and promotes equity for all participants. Irrelevant and/or concurrent conversations during lectures and presentations reflect an inappropriate disposition toward the teaching/learning process and indicate unprofessional educator behavior. Further, course participants are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. *The Student Disciplinary Procedures for The California*
State University specifically prohibit cheating and plagiarism, and provide that such acts may result in expulsion, suspension, probation, or a lesser sanction.

- The use of cell phones, tablets, iPods, Bluetooth devices, or any other related electronic devices is strictly prohibited during face-to-face class sessions. Students may use laptop computers solely for the purpose of taking notes during lectures with permission of the instructor.

- **REGULAR ATTENDANCE** is required for all scheduled face-to-face and online class sessions. Participants in this course are responsible for information covered in assigned readings, class lectures, handouts, as well as discussions and activities. Failure to attend class sessions, whether face-to-face or online, will likely result in poor performance on assignments, tests, and course activities.

- Communication with the instructor via email is encouraged. However, face to face meetings during office hours may be required for extensive review of assignments or course content. Although most email is addressed daily, typically you may expect a reply within 1-2 business days with the exception of weekends and holiday periods.

- In preparation for each class meeting, participants are expected to read and study assigned materials well enough to verbally or in writing a) discuss definitions, concepts, issues, and procedures, b) relate current topics or information to content previously presented in class or readings, c) use information in applied problems, and d) pose relevant theoretical, conceptual, and practical questions. In addition to regular class attendance, success in this course will require at least 6-8 hours per week to review course materials, complete assignments, and prepare for class participation.

- Assignments must be turned in on or before the due date. Late papers will be penalized. Unless otherwise specified, assignments will only be accepted for one week following the due date. All assignments must be neat, clearly typed, and be free of punctuation and spelling errors. Written assignments must be prepared in Microsoft Word following APA guidelines. Products which, in the judgment of the instructor, are unreadable or prepared in an unprofessional manner will be returned for revision and subjected to a loss of points. Students may turn in assignments before the due date to receive early feedback and opportunities for revision. This practice is strongly encouraged.
**Students with Disabilities**

Students who need accommodation of their disabilities should contact me privately, to discuss specific accommodations for which they have received authorization. If you need accommodation due to a disability, but have not registered with Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me.
# SPED 553-01 Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Content</th>
<th>Work due#</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 01/28/2014</td>
<td>Introduction: Overview of class Intro to Applied Behavior Analysis</td>
<td></td>
<td>Baer, Wolf, &amp; Risley assignment due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Online Quiz #1 -- Chapters 1, 2</strong></td>
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<td>(Submit NLT 11PM on 02/09)</td>
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<tr>
<td>2. 02/04/2014</td>
<td>Roots of Applied Behavior Analysis; Responsible use of ABA Social validity and cultural variables</td>
<td></td>
<td>Text- Chapter 1</td>
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<td>Text- Chapter 2</td>
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<td></td>
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<td></td>
<td>Baer, Wolf, &amp; Risley (1968) (on Bb);</td>
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<tr>
<td>3. 02/11/2014</td>
<td>Behavioral goals and objectives; Procedures for collecting data</td>
<td></td>
<td>Text-Chapter 3</td>
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<td>Text-Chapter 4</td>
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<tr>
<td>4. 02/18/2014</td>
<td>Procedures for collecting data continued; Graphing Data</td>
<td><strong>Online Quiz #2 -- Chapters 3, 4, 5</strong></td>
<td>Text-Chapter 4</td>
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<tr>
<td></td>
<td></td>
<td>(Submit NLT 11PM on 2/23)</td>
<td>Text-Chapter 5</td>
</tr>
<tr>
<td>5. 02/25/2014</td>
<td>Single subject research</td>
<td><strong>HW#1 due</strong></td>
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<tr>
<td>6. 03/04/2014</td>
<td>More on single subject research</td>
<td></td>
<td>Text-Chapter 6</td>
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<tr>
<td>7. 03/11/2014</td>
<td>Functional behavioral assessment (FBA); Laws re: discipline and behavior</td>
<td><strong>Online Quiz #3 -- Chapters 6, 7</strong></td>
<td>Text-Chapter 7</td>
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<tr>
<td></td>
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<td>(Submit NLT 11PM on 03/09)</td>
<td>CDE laws</td>
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<td>Salend &amp; Taylor (2002)</td>
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<td>McIntosh (2008)</td>
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<td>8. 03/18/2014</td>
<td>Increasing behavior, teaching new behavior; positive reinforcement; social skills instruction</td>
<td><strong>Checkpoint Exam #1</strong></td>
<td>Text-Chapter 8</td>
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<td>(Submit NLT 11PM on 03/16)</td>
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<tr>
<td>9. 03/25/2014</td>
<td>Decreasing behavior; differential reinforcement Teaching new behavior; antecedent control and shaping</td>
<td><strong>Online Quiz #4 -- Chapters 8, 9, 10</strong></td>
<td>Text-Chapter 9</td>
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<tr>
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<td>(Submit NLT 11PM on 03/30)</td>
<td>HW#3 due</td>
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<td>Text-Chapter 10</td>
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<td>10. 04/01/2014</td>
<td>Spring Break-Campus Closed</td>
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<tr>
<td>11. 04/08/2014</td>
<td>Maintenance and generalization; Self-management</td>
<td><strong>Online Quiz #5-- Chapters 11, 12</strong></td>
<td>Text-Chapter 11</td>
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<td>(Submit NLT 11PM on 04/13)</td>
<td>Text-Chapter 12</td>
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<tr>
<td>12. 04/15/2014</td>
<td>Cultural and second language considerations; Behavioral approaches to English language development</td>
<td><strong>HW#4 due</strong></td>
<td>Hoover &amp; Patton (2005); Ortiz, Wilkinson, Robertson-Courtney, &amp; Kushner (2006)</td>
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<tr>
<td>13. 04/22/2014</td>
<td>Checkpoint Exam #2 Online; open during regular class period</td>
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<td>14. 04/29/2014</td>
<td>Putting it all together: Code of Ethics and Standards of Professional Practice – BACB and CEC Project and final exam review</td>
<td></td>
<td>Text-Chapter 13</td>
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<td></td>
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<td>Kauffman et al. (2008)</td>
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<td>BACB and CEC standards</td>
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<tr>
<td>15. 05/06/2014</td>
<td>Final Project due</td>
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<tr>
<td>16. 05/13/2014</td>
<td><strong>FINAL EXAM</strong></td>
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*#discussion board or other online learning assignments and due dates will be announced on Blackboard or in class.

**This syllabus represents a tentative course plan. The professor reserves the right to rearrange the schedule, change dates, or modify content of this syllabus, course schedule, activities and requirements. Online sessions via Wimba may be announced in class and/or posted on Blackboard at least one week in advance.*