EDSE 410

The Center for Teaching and Learning
The College of Education and Professional Studies

Department of Language, Literacy, and Special Education

EDSE 410 Course Syllabus, Winter, 2011
Behavior Management for Students with Disabilities/Instructional Management

Instructor:

E-mail:

Course Description: (410) Fundamentals of behavior change related to the education of students with disabilities. Monitoring individual student progress and utilizing data collected for program instructional change.

Course Rationale:
Consistent with + the missions of a) CWU ("Docendo Discimus"), and b) CEPS ("Facilitators of learning in a diverse world);
+ the administrative codes of Washington (WACs 181-78A-270); and
+ the Council for Exceptional Children goals for all teachers ("Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers").
+ EDSE 410 (510) uses the constructivist and behaviorist models to provide opportunities for students to acquire knowledge and skills derived from theoretical bases pertinent to the competencies listed below. EDSE 410 is also designed to develop knowledgeable consumers of single-subject-design research and effective implementers of such research as educational practitioners.

Textbook and Other Required Materials for the Course:

In addition, students will read, and submit reviews of articles from ABA literature. (See "Instructional Methods and Activities" and "Bibliography" below.)

Specific Learner Outcomes: (WA 2007 Endorsement Competencies for Special Education P-12)
Student will demonstrate the following:
1. (WA 2007 P-12 1.4) Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services
2. (WA 2007 p-12_2.4) Family/community/education programs that provide information and resources concerning individuals with disabilities
3. (WA 2007 P-12 2.6) Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill
4. (WA 2007 P-12 3.1) Basic terminology used in assessment of individuals with disabilities
5. (WA 2007 P-12 3.2) Legal provisions and ethical principles regarding assessment of individuals
6. (WA 2007 P-12 3.4) Appropriateness of various instruments and procedures for assessing individuals with disabilities including children who are culturally and linguistically diverse
7. (WA 2007 P-12 4.5) Research-based methods for increasing student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
8. (WA 2007 P-12 4.12) Strategies for coordination of learning programs for general education and special education staff to meet students' needs
9. (WA 2007 P-12 5.1) Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline, and aversive therapy
10. (WA 2007 P-12 5.2) Responsibilities regarding procedures for Functional Behavioral Assessment, manifestation determination, and behavior intervention planning
11. (WA 2007 P-12 5.4) Social skills needed for education, community living, and other environments
12. (WA 2007 P-12 5.5) Strategies for crisis prevention and de-escalation of aggressive behavior
13. (WA 2007 P-12 6.2.3) Observe and record the behaviors of individuals who are taking medications and share data/observations with family and other professionals when appropriate
14. (WA 2007 P-12 6.2.4) Use current information from assessments and evaluations to inform instructional practice
15. (WA 2007 P-12 6.3.3) Use comprehensive assessment procedures
16. (WA 2007 P-12 6.3.4) Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services
17. (WA 2007 P-12 6.3.5) Use performance data and information from all team members to inform and evaluate the effectiveness of interventions in learning environments
18. (WA 2007 P-12 6.4.9) Use research-based methods to increase student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
19. (WA 2007 P-12 6.4.13) Use research-based strategies for facilitating maintenance and generalization of skills across learning environments
20. (WA 2007 P-12 6.4.14) Use instructional time to positively impact student learning by designing and managing effective daily routines
21. (WA 2007 P-12 6.5.1) Use the least intrusive behavior management strategy consistent with the needs of the individual learner
22. (WA 2007 P-12 6.5.2) Modify instructional approaches and the learning environment to manage behaviors
23. (WA 2007 P-12 6.6.2) Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics
24. (WA 2007 P-12 6.6.3) Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues
Course Topics:
The course focuses on behavioral change through monitoring of an individual's (group's) progress. Using data to make program and instructional changes is emphasized. Learning theory, behavioral terminology and procedures, and classroom implications of behavior problems are discussed.

Instructional Methods and Activities:

Information will be disseminated by lectures, presentations, class discussions, videos, outside assignments, and in-class activities. Group collaborative activities will be assigned.

Assessment/Activities:

A. During randomly selected classes there will be projects and/or activities. Each will contain a component that takes place in collaboration with other students, and is specifically designed for that instructional segment of the course. Attendance/Participation/Professionalism combine for 20 points.

B. A behavioral study will be conducted. All studies will be detailed in prose, will have a "described" intervention that lasts at least 10 days, and will include data presented in a computer-generated format (See "Outline for behavior change project") Note: This product will be included in students' rough-draft portfolio if they intend to participate in EDSE 495 or 490. The behavioral study will be worth 36 points.

C. There will be two assessments during the quarter: Midterm (20) and Final (20). These will focus on the reading assignments, lectures, and class activities.

E. Blackboard questions related to textbook reading for the course will be assigned 5 times. Each question needs to be answered in paragraph format, reflecting that you have read the assignment. No Quotes! Three points for each.

D. Five different ABA articles will be read, reviewed and summarized in writing by class participants. In addition, a presentation of one of the articles, using a visual is required. This will be worth 5 points.

5 points for each peer reviewed article.
5 points for presentation of one of the articles

E. Using the "Outline for behavior change project," students will provide oral and written feedback to a classmate on their peer's behavior-change project. A written summary of this exchange will be submitted to the "evaluated" student to be attached to their behavior change project (with reflections) at time of submission.
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Each</th>
<th>Total</th>
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<tbody>
<tr>
<td>Article Reviews</td>
<td>5pts. each</td>
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<td>Article Presentation</td>
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<td>5</td>
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<tr>
<td>Behavior Plan</td>
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<tr>
<td>Behavior Plan Presentation</td>
<td></td>
<td>5</td>
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<tr>
<td>Blackboard Questions</td>
<td>3pts. each</td>
<td>15</td>
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<tr>
<td>Midterm and Final</td>
<td>20pts. each</td>
<td>40</td>
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<tr>
<td>Attendance/Participation</td>
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<td><strong>Total</strong></td>
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<td><strong>146</strong></td>
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See statements regarding grading and "incomplete" grades appearing in current CWU catalog. Grading is based on course activities/assessments (listed above).

A=98%  A-=95%  B+=92%  B=89%  B-=86%  C+=83%  C=80%  C-=77%

For full credit the articles will be ABA research, and reviews will adhere to the following assessment rubric:

**APA-formatted Reference/Title (.5):**


**Background (.5):**

Briefly state why the researcher(s) chose to do the study. Base your background information on what the researcher(s) said in their introduction to the article.

**Research Design (2):**

Specify the population used in the study;
Specify independent variable(s) (usually the intervention strategy that was manipulated);
Specify dependent variable(s) (usually the behavior that changed as a result of the intervention); and
Specify procedural design (e.g., ABAB, changing criterion, multiple baseline).

**Results (1):**

Describe the outcome of the study. Did the independent variable affect a behavior change?

**Discussion (1):**

Briefly reflect on the article and indicate how the finding(s) might be applied in your classroom.

Note 1: APA format for reference, and correct grammar and spelling are expected for maximum points.

Note 2: Students will share one "approved" article with the class during the quarter. Approval guarantees that two students will not present the same article in class (5 points for presentation).

Course Schedule:

A tentative schedule will be distributed toward the beginning of the course.
**Class Policies:**
A. Students who have special requirements or disabilities that may affect their ability to access information and/or material presented in this course are encouraged to contact the instructor during the first week of classes so that appropriate modifications can be provided. You may also wish to contact the ADA compliance officer at the ADA Affairs and Student Assistance office on campus (963-2171) for additional disability-related educational accommodations.

B. One measure of professionalism will be student attendance. Class attendance is mandatory and roll will be taken at each class session. Any absences will result in a loss of professional points. There may be times when a student will need to be absent from class. *All emergency absences* should be reported through the Office of Student Affairs at 963-1515. As a courtesy, you must also contact the instructor via e-mail or voice mail. *Health-related absences* can be reported in the same manner and should include, as relevant, written documentation provided within 2 days of the return to class. *University-related absences* must include advance written documentation. This is usually in the form of a letter from the faculty sponsor/coach.

C. Assessments are offered at specific times during the quarter. Being absent on such occasions does not automatically entitle the student to a make-up examination. Students who anticipate being absent from class should notify the instructor to see if accommodations are possible for an alternative assessment.

D. While students work at different paces, often assignments serve as advance organizers for subsequent classes. Not having read an article, written a reflection, or completed an assignment can detract from optimal learning.

E. The behavior change projects will constitute the "rough draft portfolio" component for students who intend to do a special education practicum.

F. There are no extra-credit activities.

G. Assignments are due at the beginning of the class period and lose 10% of their value for each day beginning at class start time.

**Bibliography:**
Students will be directed to read articles that employ single-subject designs. These come primarily from *Journal of Applied Behavior Analysis*. Student-selected ABA articles can be found in, among other journals, the following:
- Exceptional Children
- Learning Disabilities Quarterly
- Reading Research Quarterly
- Teaching Exceptional Children
- Journal of Applied Behavior Analysis (JABA)