SPE 439.501 – Introduction to Applied Behavior Analysis

PREREQUISITE: SPE 329

Fall, 2019

Instructor: Glen McCuller, Ph.D.
Course Time & Location: virtual, online
Credits: 3 hours
Office: Early Childhood Research Center (ECRC) 201V
Office hours: Tues, Thurs 10-12:30.
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Course Description: This course is designed to provide pre-service and in-service special education teachers with information about students with behavior disorders. Moreover, SPE 439 is a methods course and, as such, covers a range of topics to assist participants in planning and implementation of behavior analysis procedures. Objectives, requirements, and activities which address TExES competencies will have the specific competency addressed in bold. For additional TExES information, go to: http://www.texas.nesinc.com

Students MUST have a reliable computer and Internet connection as well as adequate computer skills. If computer or connectivity problems are experienced during the semester, students may need to drop the class. Check fall schedule or www.sfasu.edu for last day to drop without withdrawing from the University. It is important that if you are having technical difficulties to contact the D2L support (936 468 1919) and then contact the professor immediately. It is recommended that students have access to a printer to hard copy assignments and emails for reference purposes. Messages and items of interest related to course content are posted in D2L or emailed to students weekly by the instructor or course administrator. Students may post messages, comments or questions to the appropriate space on our class D2L site and it can be reviewed by everyone else enrolled in the course.

Please check your D2L email daily for announcements or changes in the course schedule, exam release or close dates and other necessary adjustments.

The SFA Way … "…striving for personal excellence in everything we do."

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards.

Grounded in the five "Root Principles" below, we, the members of the SFA community, strive for personal excellence in everything that we do.

The Principle of Respect … Lumberjacks command respect and treat others with respect.
The Principle of Caring … Lumberjacks think of the needs of others and seek to improve the quality of life of those around them.
The Principle of Responsibility … Lumberjacks do what is right.
The Principle of Unity … Lumberjacks are loyal to their friends, family, university, state and country. 
The Principle of Integrity … Lumberjacks have the courage to do what is right, even when it is hard or unpopular.

Commitment To Diversity … 
The College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, differing ability levels, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

a. Multicultural awareness: consciousness of one’s personal reactions to people who are different in phenotype, family background, socio-political perspective, and cultural history. 
b. Multicultural knowledge: exposed to content related to culture (group)-specific values and beliefs and implications to status on day-to-day experiences within the general society.
c. Multicultural Skill: implementation of consistent interpersonal skills and communication that reflect openness to listening and considering as valid multiple perspectives and wide range of expressions of individuals’ life stories and experiences.

Intended Learning Outcomes: The goals of this course are closely aligned to those of the College of Education (COE), which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. This course is also designed to meet content standards for accreditation by the Council for Exceptional Children (CEC). Finally, this course is designed to enable students to begin preparing for the TExES. In parentheses at the end of each of the following student learning outcomes reference to specific TExES standards is provided. Additional information about the TExES can be obtained from the COE Assessment & Accountability Office and the Special Education EC-12 Test Preparation Manual is available for download online.

THECB Core Objectives/Outcomes
- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Standards Addressed:
CAEP … Council for the Accreditation of Educator Preparation

Standard 1: Content and Pedagogical Knowledge
Candidate Knowledge, Skills, and Professional Dispositions
1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Provider Responsibilities

1.2 Providers ensure that completers use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students’ progress and their own professional practice.

1.3 Providers ensure that completers apply content and pedagogical knowledge as reflected in outcome assessments in response to standards of Specialized Professional Associations (SPA), the National Board for Professional Teaching Standards (NBPTS), states, or other accrediting bodies (e.g., National Association of Schools of Music – NASM).

1.4 Providers ensure that completers demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards (e.g., Next Generation Science Standards, National Career Readiness Certificate, Common Core State Standards).

1.5 Providers ensure that completers model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Standard 2: Clinical Partnerships and Practice

Partnerships for Clinical Preparation

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators

2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates’ development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences

2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students’ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates’ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

Standard 3: Candidate Quality, Recruitment, and Selectivity

Plan for Recruitment of Diverse Candidates who Meet Employment Needs

3.1 The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America’s P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE:

- is in the top 50 percent from 2016-2017;
- is in the top 40 percent of the distribution from 2018-2019; and
- is in the top 33 percent of the distribution by 2020.

If any state can meet the CAEP standards, as specified above, by demonstrating a correspondence in scores between the state-normed assessments and nationally normed ability/achievement assessments, then educator preparation providers from that state will be able to utilize their state assessments until 2020. CAEP will work with states through this transition.

Over time, a program may develop a reliable, valid model that uses admissions criteria other than those stated in this standard. In this case, the admitted cohort group mean on these criteria must meet or exceed the standard that has been shown to positively correlate with measures of P-12 student learning and development. The provider demonstrates that the standard for high academic achievement and ability is met through multiple evaluations and sources of evidence. The provider reports the mean and standard deviation for the group.

[Board amendment adopted February 13, 2015] CAEP will work with states and providers through this transition regarding nationally or state normed assessments. Alternative arrangements for meeting this standard (beyond the alternative stated above for “a reliable, valid model that uses admissions criteria other than those stated in this standard”) will be approved only under special circumstances. The CAEP staff will report to the Board and the public annually on actions taken under this provision. In all cases, EPPs must demonstrate the quality of the admitted candidates.

Additional Selectivity Factors

3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Selectivity During Preparation

3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

Selection At Completion

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies. CAEP monitors the development of measures that assess candidates’ success and revises standards in light of new results.

Standard 4: Program Impact

Impact on P-12 Student Learning and Development

4.1 Using multiple measures, the provider documents that all program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.
Indicators of Teaching Effectiveness
4.2 The provider demonstrates, through structured and validated observation instruments and student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Satisfaction of Employers
4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers’ preparation for their assigned responsibilities in working with P-12 students.

Satisfaction of Completers
4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

Standard 5: Provider Quality Assurance and Continuous Improvement

Quality and Strategic Evaluation
5.1 The provider’s quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

5.2 The provider’s quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement
5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

CEC … Council for Exceptional Children

Standard 1: Learner Development & Individual Learning Differences

Key Elements
1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Standard 2: Learning Environments

Key Elements
2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Key Elements

Standard 3: Curricular Content Knowledge
3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 4: Assessment

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Standard 5: Instructional Planning & Strategies

Key Elements

5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Standard 6: Professional Learning & Ethical Practice
Key Elements

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

InTASC … Interstate Teacher Assessment and Support Consortium

Standard 1: Learner Development
Standard 2: Learning Differences
Standard 3: Learning Environments
Standard 4: Content Knowledge
Standard 5: Application of Content
Standard 6: Assessment
Standard 7: Planning for Instruction
Standard 8: Instructional Strategies
Standard 9: Professional Learning and Ethical Practice
Standard 10: Leadership and Collaboration

ISTE … International Society for Technology in Education

Standard 1: Facilitate and inspire student learning and creativity
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in … digital tools and resources
   c. Promote student reflection using collaborative tools …
   d. Model collaborative knowledge construction by engaging … students

Standard 2: Design and develop digital age learning experiences and assessments
   a. Design or adapt relevant learning experiences that incorporate digital tools and resources …
   b. Develop technology-enriched learning environments …
   c. Customize and personalize learning activities to address students’ diverse learning styles …
   d. Provide students with multiple and varied formative and summative assessments …

Standard 3: Model digital age work and learning
   a. Demonstrate fluency in technology systems … transfer knowledge to new technologies
   b. Collaborate … using digital tools …
c. Communicate … using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools

Standard 4: Promote and model digital citizenship and responsibility

a. Advocate … use of digital information and technology …
b. Address diverse need of all learners … using digital tools and resources
c. Promote and model digital etiquette and responsible social interactions …
d. Develop and model cultural understanding and global awareness … using digital age communication and collaboration tools

Standard 5: Engage in professional growth and leadership

a. Participate in local and global learning … explore creative applications of technology …
b. Exhibit leadership by demonstrating a vision of technology infusion …
c. Evaluate and reflect on current research and professional practice …
d. Contribute to … teaching profession … school and community

SBEC/TExES … State Board of Educator Certification and Texas

Domain I … Understanding Individuals with Disabilities and Evaluating Their Needs
Domain II … Promoting Student Learning and Development
Domain III … Promoting Student Achievement in English Language Arts and Reading and in Mathematics
Domain IV … Foundations and Professional Roles and Responsibilities

Course Coordination with the Special Education EC-12 TExES Domains and Competencies

This course’s alignment with the State Board of Educator Certification Standards for Texas EC-12 Special Education teachers coincides with the College of Education’s mission to provide candidates with a foundation for success in teaching and the COE's goal of academic excellence in candidate content knowledge.

Program Learning Outcomes:

Initial teacher certification candidates will complete the Behavior Change Project as part of our program’s accreditation. Additionally, candidates will demonstrate content and professional knowledge in each of the four domains measured by TExES #161 certification exam:

- Domain I: Understanding Individuals with Disabilities and Evaluating their Needs
- Domain II: Promoting Student Learning and Development
- Domain III: Promoting Student Achievement in English Language Arts, Reading, and Mathematics, Foundations
- Domain IV: Professional Roles and Responsibilities

Student Learning Outcomes / Objectives:

1. Upon completion of this course students will be able to:
   a. Research studies and define emotional disturbance/behavior disorders in students with exceptionalities who demonstrate inappropriate behavior in order to respond to their needs and provide meaningful evidence-based instructional strategies and challenging learning experiences for them. (CAEP 1.2,1.3, 4.1, 4.2, 4.4)(INTASC 1,2,3)(CEC 1.0, 1.2, 5.0, 5.5, 5.6, 6.0, 6.1, .2, 6.3, 6.4) (SBEC 161 Domain I)
   b. Chart and graph data using technologies to support instructional assessment, planning, and delivery of behavioral interventions for students with exceptionalities and use technologies to prepare feedback to guide the students, teachers, and family members in making decisions for working toward quality learning and performance. (INTASC 6,9,10)(CEC 4.0, 4.2, 4.3, 4.4, 5.0, 5.2) (ISTE 1,2,3,4,5) (SBEC 161 Domains II, IV)
c. Discuss the prevalence and incidence of behavior problems, as well as characteristics and theories regarding developmental, cognitive, and behavioral causes (INTASC 2, 7)(CEC 1.0, 1.1, 1.2)(SBEC 161 Domain I)

d. Identify and discuss the purpose of multiple methods of technically sound formal and informal assessment of students with behavior-related exceptionalities, including collaborative interviews, behavior rating scales, direct observation, and functional assessment. (INTASC 6)(CEC 4.0,4.1)(ISTE 1,2,3)(SBEC 161 Domains I, II)

e. List and identify the components of a complete behavioral objective. State the importance of using knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities. (INTASC 6)(CEC 4.0,4.2) (SBEC 161 Domains I, IV)

f. Specify behavioral principles and discuss techniques such as modeling, chaining, prompting, and fading from applied behavior analysis for children and youth that support acquisition learning and to support maintenance, generalization, and mastery of learning for students with exceptionalities. (INTASC 8)(CEC 5.0,5.6) (SBEC 161 Domains I, II)

g. Develop a positive classroom management strategy that is safe, inclusive, and culturally responsive to promote academic and social skills that is ready to implement in a classroom setting. Discuss the importance of positive motivational and instructional interventions to support students with exceptionalities in adapting to different environments. (INTASC 3,9)(CEC 2.0, 2.1, 2.2) (SBEC 161 Domain IV)

h. Recognize situations and crises in which a student’s social behavior necessitates the use of special instructional strategies. Further, describe methods to analyze and intervene safely when maladaptive social behaviors interfere with learning and to employ the least intrusive and appropriate behavior management (INTASC 2)(CEC 2.0, 2.3) (SBEC 161 Domains I, IV)

i. Discuss self-management and its use in encouraging students with exceptionalities to become effective learners who develop emotional well-being, positive social interactions, and self-determination through a sense of responsibility for their own achievements. (INTASC 3)(CEC 2.0,2.2, 5.0, 5.7, 7.0, 7.3)(SBEC 161 Domain II)

j. Specify important professional practice standards, legal requirements, and ethical responsibilities affecting special education teachers and the use of behavioral strategies. Discuss that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. (INTASC 9)(CEC 6.0,6.1,6.2, 6.3)(SBEC 161 Domain IV)

I. Course Activities, Assignments, Instructional Strategies, use of Technology

The format for this course includes scheduled assignments and deadlines, offline reading assignments and projects, online reading and participation in using web pages, e-mail, discussion boards, service learning, and chats with the instructor. Assessment of course content will be conducted via scheduled online quizzes, exams, a service learning field experience, and a Behavior Change Project.

II. Evaluation and Assessments (Grading):

Grading: Grades determined using the following scale:

A = 90% of all possible points  
B = 80% of all possible points  
C = 70% of all possible points  
D = 60% of all possible points  
F = 59% (or less than) of all possible points
### Assignment Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Students are required to attend and be involved with all scheduled weekly sessions. Late work will not earn credit. Participation will be taken during each weekly session.</td>
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</table>
| **Quizzes** 30 points each          | • There will be 10 on-line quizzes. Some quizzes are objective, timed, and you are able to take it up to 3 times (within the specified time line) and the highest quiz grade will count and be inputted into the grade book. Some quizzes are essay and you will be given more than enough time.  
  • You will be able to view your score after the availability period or the following week. This means that you will not be able to see your first or second quiz grade prior to taking the quiz for the 3rd or final time. So, after your first attempt at the quiz you will need to go back to the module and textbook information and try to determine the correct answer for items that you were unsure of on the quiz. BE aware that essay quizzes will show a 0 until it is graded and posted.  
  • The short durations of objective quizzes are to maintain the integrity of the test. Books are not to be used while taking the test. (PLO-I,II,III,IV; SLO-1-7,8-12; CAEP 1,2,3,4,5; CEC 1,2,3,4,5,6,7; CEC Diag., 1,3,5,7; InTasc 1,3,4,6,8,9,10) | 300    |
| Discussions 30 points each          | • There will be a total of 4 discussions. Read the initial topic and then post your thoughts concerning that topic.  
  • You will then view two of your peers' responses and you will comment back to them.  
  • Your assignment is not just to find nice things to say, but more specifically, respond with constructive directions. | 120    |
| Article Reviews 50 points each       | Each student will write two article reviews that directly relate to his or her study of the characteristics of behavior and his/her particular behavior change project. You are to write a reflection of your readings. Topic choice will be left up to the students. Article review should follow the current APA style. | 100    |
| Interest Inventory                  | This is where you and the subject of your behavior change will meet to discuss what is to happen. An interest inventory will be given to decide on varying reinforcers that can be used during your behavior change. Your proposed timeline for the behavior project will be discussed. All will be written up for review by the instructor. | 50     |
| Hypothesis Statement                | This assignment requires that you write a hypothesis statement. This will allow the students to demonstrate their ability to take antecedents and consequences with related functions while looking at observable and measurable behavior to “make a guess” as to why the behavior is occurring. (CAEP 1,3,4,5; CEC 1,4,6;) | 25     |
| **Behavior Change Project: PowerPoint** | Students will plan and implement a behavior change project. You are to identify a problem behavior for another person in your environment. Then, you will define the behavior, identify the observational recording procedure, collect baseline, plan and implement an intervention, monitor progress and fade the intervention. Results will be displayed in a PowerPoint format and posted to your Dropbox along with the project reflection paper.  
  • Eight (8) Slides To Be Included in Behavior Change Project (BCP) Check-up are:  
    o Project Title Slide  
    o Objective for Student Learner (with 4 criterion in parentheses) Slide  
    o Recording Chart with Narrative Describing Chart Slide  
    o Baseline Graph with Narrative Explaining the graph Slide  
    o Intervention Progress Graph with Narrative Explaining the graph Slide  
    o Article Analysis 1 with APA Citation and what research you used in your BCP Slide  
    o Article Analysis 2 with APA Citation and what research you used in your BCP Slide  
    o Reinforcements and Narrative Slide (describing how and when your student learner earned the reinforcements you awarded him/her) | 100    |
| Project Reflection Paper            | This paper will include your reflection concerning the success of your project. You will discuss a summary of results, project limitations, generalization and maintenance predictions, etc. | 50     |
Other Dropbox Assignments and Course Evaluation
Follow any other assignment requests posted directly to your modules. Course evaluation must be completed to receive credit for course. Thanks.

| TOTAL POINTS | 770 |

**Tentative Course Timeline**
Sequence of Topics (tentative):

**Fall 2019, SPE 439. 501**

**COURSE TIMELINE**

**IMPORTANT:** For this class, our "week" always starts on Monday. Assignments for each week are due on Sunday by 11:59 pm. New modules are released on Mondays.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Chapter Readings &amp; Activities</th>
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<tbody>
<tr>
<td>*** Obtain textbook and review Syllabus! ***</td>
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<tr>
<td><strong>GETTING STARTED MODULE …</strong></td>
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<tr>
<td>• Complete ALL activities in the Getting Started module, including Introduction and Syllabus/Course Responsibilities Quiz (15 points) … (ISTE 1,4)</td>
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<tr>
<td>• <strong>Post Your Introduction Bio in your Discussion Group</strong> (25 points) … (ISTE 1,4)</td>
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<tr>
<td><strong>MODULE 1 … Introduction to Emotional, Behavioral Disorders, and Explanations</strong></td>
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<tr>
<td>• <strong>Read Chapter 1 … (CAEP 1)</strong></td>
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<td>• <strong>Take Chapter 1 Quiz</strong> (40 points) … (CEC 1, InTASC 1,2, SBEC Domain I, IV)</td>
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<td><em>Be thinking of a behavior you want to change in a student learner (spouse, friend, co-worker, child, neighbor etc…) for your Behavior Change Project (BCP). This person will be your student learner. You may NOT do this project on yourself.</em></td>
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<tr>
<td><strong>MODULE 2 … Issues and Ethics in Behavior Change &amp; Responsible Use of Applied Behavior Analysis</strong></td>
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<tr>
<td>• <strong>Read Chapter 2 … (CAEP 5)</strong></td>
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<td>• <strong>Take Chapter 2 Quiz</strong> (40 points) … (CEC 1,6, InTASC 9, SBEC Domain IV)</td>
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<td><strong>Week 1-2</strong> August 26-Sept 8</td>
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<td><strong>Week 3-6</strong> Sept 9 – Sept 29</td>
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<td><strong>MODULE 3 … Preparing Behavioral Objectives</strong></td>
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<td>• <strong>Read Chapter 3 … (CAEP 1)</strong></td>
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<tr>
<td>• <strong>COMPLETE Discussion Posting</strong> of your Behavior Change Project (BCP) Topic and Objective (Do this for peer help before taking Quiz 3). Respond to peers to help with their topic if they need support with writing it (10 points) … (ISTE 2)</td>
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<tr>
<td>• <strong>Take Chapter 3 Quiz</strong> (40 points) … (SBEC Domain I)</td>
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<td>• <strong>Behavior Objective Components Assignment</strong> in Dropbox Due (25 points) … (CEC 1,5, ISTE 2, InTASC 1,7)</td>
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<td>• <strong>Project Assignment:</strong> Your target behavior and objective (called: BCP Topic and Objective) that you will focus on this SESSION is posted in your Quiz 3. <strong>Note:</strong> The target behavior you decide for your student learner will need to be approved. Some students have to make edits to his/her objective so check Quiz 3 instructor response for feedback. You will share your objective with your peers in your group and get suggestions from each other before submitting Quiz 3.</td>
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<tr>
<td><strong>MODULE 4 … Data Collection</strong></td>
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<tr>
<td>• <strong>Read Chapter 4</strong></td>
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<tr>
<td>• <strong>Read Sample Data Collection Sheet</strong> on page 386 of text (Appendix) … (CEC 4, InTASC 6)</td>
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<tr>
<td>• <strong>Take Types of Recording Quiz</strong> (40 points) … (CEC 5, InTASC 7)</td>
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<td>• <strong>Take Quiz 4</strong> (5 points) … (CEC 4,5, InTASC 6,7)</td>
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<td>• <strong>Project Assignment:</strong> Submit to Dropbox a sample of the data collection/recording procedure that you will be using this semester to collect data. This will be in the form of a point sheet or chart you will use to collect your observation data on for your student learner. (50 points): CEC 1,5, InTASC 2,8, ISTE 2</td>
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<td>o Your recording procedure will either be approved or you will be requested to make corrections.</td>
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<td>• Don't forget to check Quiz 3 and see if your objective was approved or needed corrections. If your objective has been approved, you need to start completing journal article research on your objective topic using the SFA library databases. (CEC 5,6, InTASC 8,9, ISTE 1)</td>
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<td>• Begin observations for project. You will need to have at least 3 baseline measures. Baseline measures reflect the frequency of your targeted behavior objective before you started thinking about improving the behavior and completing this project</td>
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<td><strong>MODULE 5 … Graphing &amp; Single Subject Designs (Your project is a Single-Subject Design as you are only changing behavior for one student learner)</strong></td>
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<td>• <strong>Read Chapters 5-6 … (CEC 1,4, InTASC 1,6)</strong></td>
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</table>
Read Standard Graphing Directions on pages 387-402 of text (Appendix) … (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)

Submit your Practice Excel Sheet/Graph & your Baseline Sheet/Graph Assignment to Dropbox (50 points) … (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)

Don’t forget to check instructor comments on your Module 4 Data Collection assignment in Dropbox to see if you need to make corrections on your data collection/recording procedure you plan to use for your student in your project.

Continue observations for project. You will need to have at least 3 baseline measures on your Baseline Graph due this week … (CEC 4, InTASC 6, ISTE 2, SBEC Domain I)

### MODULE 6 … Determining Behavior Function & Methods to Increase Behavior

- Read Chapters 7-8
- Take Quiz 7-8 (40 points) … (CEC 5, InTASC 8, SBEC Domain II)
- Submit the METHOD you plan to use to Increase Behavior in your Behavior Change Project to your Dropbox. (50 points) … (CEC 5, InTASC 8, SBEC Domain II)

You May Begin Research for your Behavior Change Project (BCP). You will need to utilize the SFA library in person or online to find two research-based interventions that are related to your student learner project objective. You will need to incorporate some of the research-based interventions into your project… along with your own ideas for intervention.

**CONTINUE RESEARCH:** Utilize the SFA library in person or online to find two research-based interventions that are related to your project objective. You will need to incorporate some of the research-based interventions into your project along with your own ideas for intervention. Summarize the articles by following the summarization protocol in your module and describe how you will use suggested interventions in your project.

- **Article 1: Article Review** … Written Analysis Summary Due! Paper must follow Protocol in module (50 points) Submit to Dropbox! … (CEC 5,6, InTASC 8,9, ISTE 3,5, Domain II,IV)
- **Article 2: Article Review** … Written Analysis Summary Due! Paper must follow Protocol in module (50 points) Submit to Dropbox! … (CEC 5,6, InTASC 8,9, ISTE 3,5, Domain II,IV)
- Submit copies of both of your chosen Research Journal Articles to Dropbox. (15 points)
- Submit Behavior Change Project (BCP) Power Point Check-up to Dropbox! (50 points) … (CEC 1,5, InTASC 1,2,8, ISTE 2,3, SBEC Domain I, II)
- Submit Behavior Change Project Power Point to Peer Review Discussion. Review and Discuss Your Project Slides with each other in your group to support each other. Follow the questions to review each peer project. (50 points) … (CEC 7, InTASC 5,10, ISTE 2,4, SBEC Domain I, II)
- Eight (8) Slides To Be Included in Behavior Change Project (BCP) Check-up are:
  - Project Title Slide
  - Objective for Student Learner (with 4 criterion in parentheses) Slide
  - Recording Chart with Narrative Describing Chart Slide
  - Baseline Graph with Narrative Explaining the graph Slide
  - Intervention Progress Graph with Narrative Explaining the graph Slide
  - Article Analysis 1 with APA Citation and what research you used in your BCP Slide
  - Article Analysis 2 with APA Citation and what research you used in your BCP Slide
  - Reinforcements and Narrative Slide (describing how and when your student learner earned the reinforcements you awarded him/her)

**MODULE 7: Methods to Decrease Behavior**

- Read Chapter 9
- Take Chapter 9 Quiz (15 points) … (CAEP 1,2, CEC 5, InTASC 7,8 SBEC Domain II)
- Keep working on your project and documenting your progress.
- Add your Slide/Slides Narrative/Narratives explaining WHAT WORKED for your student learner and WHAT YOU WOULD DO DIFFERENT NEXT TIME … (CEC 6,7, InTASC 9,10, ISTE 3)

**MODULE 8: Stimulus Control and Shaping**

- Read Chapter 10
- Take Chapter 10 Quiz (40 points) … (CAEP 1,2, CEC 5, InTASC 7,8, SBEC Domain II)
- Add your NEXT slide with Intersection of Baseline and Intervention Progress to Your BCP power point project! … (CEC 5, InTASC 8,9, ISTE 5, Domain II)
- Add your NEXT slide About Changes You Made during your project after viewing your data … (ISTE 4,5)
- **KEEP WORKING ON YOUR PROJECT!!!**

**MODULE 10: Promoting Generalization, Self-Management of Behavior, Behavioral Learning Environments**

- Read Chapter 11
- Discussion Posting for Chapter 11 (25 points) … (CEC 2, InTASC 3,10, ISTE 4,5)
- Keep working on your project and documenting your progress.
- Add your Slide/Slides Narrative/Narratives explaining WHAT WORKED for your student learner and WHAT YOU WOULD DO DIFFERENT NEXT TIME … (CEC 6,7, InTASC 9,10, ISTE 3)
III. Readings … Required Course Textbook


Access to a computer that has the following components: Webcam/microphone, PowerPoint viewing and creating capabilities, Microsoft Excel, and Microsoft Word. You will also need to have access to a digital camera and have video recording capabilities (e.g., Webcam, digital-video camera, or an iPhone).

Required:
Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at [www.livetext.com](http://www.livetext.com). If you have already purchased LiveText, you will use that account and do not need to buy it again. **You have a major project assignment in this course that is submitted into LiveText.** You will receive a zero on that project if you do not submit it into LiveText!

IV. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous,** and will not be available to the instructor until after final grades are posted.

V. Student Ethics and Other Policy Information … found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

- **Class Attendance and Excused Absence, Policy 6.7:** Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student
participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

FOR THIS COURSE  Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s participation as well as note this information in required reports and in determining final grades. Students may be excused from participation for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Work for each online learning module and the quizzes are due by the due dates stated in the syllabus, in the online modules, and on the course Timeline or the student will be considered absent. Activities requiring group participation and/or Discussion Board postings must be done within the designated time frame for each module or the student will be considered absent. Students are required to attend all scheduled Collaborate sessions if assigned to a session. Late work will not earn credit.

- **Academic Accommodation for Students with Disabilities; Policy 6.1 & 6.6:** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

- **Academic Integrity:** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty; Policy 4.1**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

- **Withheld Grades Semester Grades Policy (A-54):** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

- **Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who
disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments. You have a major project assignment in this course that is to be submitted into LiveText, so LiveText is a requirement for this course.

Other Relevant Course Information

Late Submission Policy and Make-up Exams: ALL assignments must be turned in on or before the due date to receive credit. No grade will be assigned until ALL assignments have been submitted. Late assignments will not earn credit. Course ends: Dec 11, at 11:59 pm.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be posted on D2L. It is the responsibility of each student to know what changes, if any, have been made to the provisions for this syllabus and to successfully complete the requirements for this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.