SPED 5010
Applied Behavior Analysis I:
Principles, Assessment, and Analysis
Spring Semester, Year 1 2014
Syllabus

Credits: 3 credits
Times: 4:30 pm - 7:30 pm, Tuesday evenings
Instructors: Cathy Longstroth, Cindy Myers
Contact Info: Cathy: work (801) 363-0839; Cell: (801) 808-8149
Cindy: work: (801) 363-0839 ex 215; Cell: (801) 548-3407 (no calls after 8:30 pm, please), cindy.myers@slcschools.org
Fax: (801) 363-0664

Course Overview and Goals:
This course introduces students to the basic principles by which humans learn social, academic, physical, and other skills. It includes basics on pinpointing and defining behaviors, measuring behavior through direct observation, evaluating programs and procedures through graphical data analyses, and communicating these results to others. Applications of basic principles of Applied Behavior Analysis for classroom use are emphasized including practical solutions to behavior and learning problems encountered in classrooms for students with severe disabilities.

This course is presented in a face-to-face, didactic manner. It is augmented with on-line experiences through Utah State University’s CANVAS service. Students are required to access the course through CANVAS on an on-going basis, download assignments & advanced organizers, participate in discussion board postings, and complete any CANVAS accessed quizzes. Information about accessing CANVAS is available at http://it.usu.edu/fact/

Course Objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>CEC Individualized Independence Curriculum</th>
<th>CEC Initial Level Special Educator Prep</th>
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<tbody>
<tr>
<td>1. Describe basic theory and principles of human learning which provide the basis for special education practice.</td>
<td>ICC1K1</td>
<td>Standard 1: 1.1</td>
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<tr>
<td>• Theories of behavior problems on individuals &amp; factors that influence behavior</td>
<td>IIC1K8</td>
<td>Standard 6: 6.1, 6.2, 6.3</td>
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<td>• Impact of dominant culture on shaping schools</td>
<td>ICC1K9</td>
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<td>• Potential impact of differences in values, language &amp; customs that exist between home &amp; school</td>
<td>ICC1K10</td>
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<td>• Articulate personal philosophy of sped &amp; behavior management</td>
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- Historical foundations, classic studies, major contributors, major legislation, and current issues related to behavior management
- Psychological & social-emotional characteristics of individuals with disabilities
- Impact of learners’ academic & social abilities, attitudes, interests, and values on instruction & career development

2. Create instructional programs utilizing learning theory and principles for students with severe disabilities.
- Strategies to facilitate integration into various settings
- Select, adapt & use instructional strategies/materials according to the characteristics of the individual learner
- Strategies for maintenance & generalization
- Strategies that promote successful transitions for individuals
- Prevention & intervention strategies
- Research supported strategies & practices
- Prepare lesson plans
- Design, implement, & evaluate instructional programs that enhance social participation across environments
- Impact of sensory impairments, physical & health exceptionalities on individuals, families, society

3. Describe methods for assessing and monitoring progress of students with severe disabilities.
- Create and maintain records.
- Evaluate the results of instruction.
- Use performance data and assessment data to make appropriate modifications in the learning environment.
- Implement procedures for assessing & reporting both appropriate & problematic social behaviors of individuals with exceptional learning needs
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors
- Make responsive adjustments to instruction based on continual observations

4. Demonstrate a variety of basic classroom management theories & strategies for individuals with exceptional learning needs
- Social skills needed for educational & other environments
- Strategies for crisis prevention & intervention
- Create a safe, positive, and supportive learning environment in which

<table>
<thead>
<tr>
<th>Standard 2:</th>
<th>Standard 3:</th>
<th>Standard 5:</th>
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<tbody>
<tr>
<td>2.1, 2.2, 3.1, 3.2, 3.3</td>
<td>5.1, 5.2, 5.3, 5.6</td>
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<table>
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<tr>
<th>Standard 4:</th>
<th>Standard 6:</th>
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<td>4.1, 4.2, 4.3, 4.4</td>
<td>6.6</td>
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<table>
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<tr>
<th>Standard 2:</th>
<th>Standard 5:</th>
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<td>2.1, 2.2, 2.3</td>
<td>5.3</td>
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</table>
diversities are valued.

- Describe & demonstrate the theory of reinforcement techniques in serving individuals with exceptional learning needs
- Plan & implement individualized reinforcement systems & environmental modifications
- Use appropriate adaptations & assistive technology for all individuals with exceptional learning needs
- Use a variety of nonaversive techniques to control targeted behavior & maintain attention
- Explore teacher attitudes & behaviors that influence behavior of individuals with exceptional learning needs
- Strategies for preparing individuals to live harmoniously & productively in a culturally diverse world
- Identify realistic expectations for personal & social behavior in various settings
- Modify the learning environment to manage behaviors
- Establish & maintain rapport with individuals
- Teach self-advocacy
- Use the least intensive behavior management strategy consistent with learner needs
- Adaptations to the physical environment to provide optimal learning opportunities
- Incorporate & implement instructional & assistive technology into the educational program
- Methods for ensuring individual academic success in one-to-one, small-group, & large group settings.
- Research supported strategies & practices

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<th>Expectations &amp; Etiquette:</th>
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| **Attendance:** Because of the nature of the program, attendance for the full class time is expected of all students. Given the expectation of the school district and the Utah State Office of Education that you complete your special education licensure during your enrollment in this program, attendance at class must have a priority over other responsibilities. Attendance requirements are:
- Attend each class having read the week’s assigned readings and having completed any related assignments or discussions.
- Be prepared to participate and share during class time. Several in-class assignments are part of this course. In class assignments can not be made up. |
Students are responsible for getting to class on time and will be expected to remain in class throughout the class time unless previously arranged with the instructor. Points will be deducted for tardiness from your overall point total. More than two tardies require a conference with the program director and the development of an improvement plan (see tardy policy).

If students are late or absent, they are responsible for getting class information from their colleagues. Do not ask the instructor to collect or provide handouts or information that was missed due to absence. Make arrangements with another student to do this! Information provided during class lecture may differ from the information in handouts. Information missed due to absence from class lectures can not be made up other than from notes obtained from other classmates.

To receive a passing grade, only 2 excused absences with prior written notice are allowed unless otherwise arranged with the instructor. Excused absences include Parent/Teacher conference night required by your school, and extreme illness (a phone call before class is required). A student who misses more than two classes during the semester will be at risk of not passing the class and will be expected to arrange a meeting with the program Coordinator, Cindy Myers, to discuss an improvement plan. Note: IEP meetings are not considered excused absences! Arrange IEP meetings at times other than class time.

- Submit all assignments and take exams on the dates announced by the instructor.
- Turn cell phones off or put them on silent mode during class. Do not accept or make phone calls except during break time.
- Maintain confidentiality of students during class discussions and in written assignments (do not include student name or identifiable information in documents or in class discussions).
- Behave in an ethical and professional manner in class and in completing assignments.
  - Respect the instructor and classmates’ time by not dominating class discussion with personal issues, examples, and concerns.
  - Restrain from side conversations with classmates during presentations by the instructor, guest presenters, and/or classmates.
  - Maintain order and cleanliness of the classroom we are using by leaving the room as it was when you arrived, not using supplies left in the room, and carrying out all garbage to receptacles in the hallway or outside. Eating in the classroom is not allowed; please do not bring food into the rooms.
  - Resolve issues and concerns about assignments or expectations privately with the instructor.
  - Be an active participant in class discussions without dominating. Provide support and encouragement to members of the class and cohort group. Treat each other with compassion and respect.
• Assignments should reflect your own work and should be completed before the beginning of class. Written work should be presented in a professional manner, of a quality to be expected of a University post-bachelor’s student. All assignments should include your name, date, and identify the assignment. Assignments must be turned in at the beginning of class on the day they are due. Late assignments will have 10% of total points deducted each week they are late.

• Quizzes and exams are to be taken at scheduled times, no exceptions.

Texts:  

(Available on-line at USOE, Departments/Special Ed, Policies)

Evaluation:  
Assignments:

1. Students will write operational definitions of student behavior. Students will be given a product guide to follow in completing this assignment.

2. Students will practice the use of data collection procedures. Students will be required to collect data in their classrooms using frequency count, interval, & duration methods as described in a product guide outlining required assignment components.

3. Students will submit a lesson plan for a discrete trial lesson and a lesson plan using a direct instruction lesson format. They will implement the lesson in their classrooms and create and analyze a graph of the data. A term paper will be submitted following the assignment product guide. Templates for writing the lessons as well as a product guide for this assignment will be given out in class. This term paper will be revised as indicated in the final grading process and submitted as an entry in the Professional Portfolio during Student Teaching.

4. Students will create and submit a Social Story to provide social information and/or behavioral support for a student with whom they work. Guidelines for writing Social Stories will be provided in class.

5. Students will give 2 brief presentations during class time. The first presentation will be a demonstration/example of a data collection system that is in use in their classroom. The second demonstration will be the creation of a “work bin” fashioned using the principles of program TEACCH. Additional information in the form a product guide will be given during class time.

6. Students will be required to articulate in writing a personal “Philosophy of Education” for students with severe disabilities. This personal philosophy will be used in the Professional
Portfolio submitted during Student Teaching as part of the practicum requirement.

7. Students will read assigned chapters from the text and complete any CANVAS discussions on the chapters before class begins. Missing discussion posts cannot be made up.

8. Students will actively participate in choral responding, in-class practice, jigsaws, small group discussions and other in-class assignments.

Tests & Quizzes:
There will be 2 mid-term quizzes and a comprehensive final exam.
The mid-term quizzes are worth 25 points each and the comprehensive final will be worth 50 points.

Letter grades will be issued according to the following point percentages:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>C- or Below</td>
<td>Failing</td>
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- Points may be deducted which could affect grades as stated on the absence/tardy policy.
- Students must earn a grade of “C” or better to pass any teacher licensure required courses. Grades of “C-“ or below are failing grades. Please refer to the policy about retaking courses in Special Education & Rehabilitation.
- Students must maintain a grade point average of 2.75 after being admitted to the Alternative Teacher Preparation Program.
- “Incomplete” grades will be issued for this class in accordance with the University “Incomplete Policy”. Please locate and read this policy.

The instructor reserves the right to revise the course schedule and assignments to better meet the learning objectives of the course, to accommodate guest speakers, or to meet the needs of learners. Changes in schedule or assignments will be announced in class.

SEVERE ALTERNATIVE TEACHER PREPARATION (SATP) ABSENCE/TARDY POLICY

Absences: Only 2 excused absences are allowed each semester. An excused absence includes Back-to-school Night or Parent/Teacher Conference night or illness. It does not include IEP meetings, sports or coaching events or other extra curricular assignments. After 2 excused absences, a doctor’s note will be required for any additional absences. Tardies (or leaving class early) of more than 30 minutes will be noted as an absence. Students who have more than 2 excused absences per semester are at risk of disciplinary action which could include a reduction in one letter grade for each additional absence, or being dropped from the course for the semester. After 2 absences, you will be required to meet with the program coordinator, Cindy Myers, to develop an improvement plan.

Please notify your instructor of your absences before the start of class time. For contract related absences, please submit your notification to the instructor in writing. A message on the instructor’s voice mail with the date and reason for your absence is adequate (801-548-3407) for illness.
If you are going to be absent from class, please ask a classmate to collect any handouts and share class notes with you. If you are experiencing health or personal issues that make regular attendance impossible, please consider requesting an “Incomplete” status for the course (see USU’s Incomplete Policy).

**Tardies:** Two tardies of 15 minutes or less are allowed each semester. Tardies of more than 30 minutes (or leaving class more than 15 minutes before the end of class) are counted as an absence for the day. Students with more than 2 tardies will have 10 points deducted from the semester final points for each additional tardy. Students with more than 2 tardies will be asked to meet with the program coordinator to create an improvement plan and could face additional disciplinary action including being dropped from the course for the semester.

**USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES**

**USU INCOMPLETE POLICY**

**Incomplete (I) Grade:** Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, or (5) if there are other emergencies that students think necessitate an incomplete grade, then students will need approval from both the instructor and the department head. Documentation of the circumstances cited to justify an incomplete grade is required. If an incomplete is approved, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. The student is required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the “I” grade, and in accordance with departmental policy. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of required work to be completed in order to remove the “I” grade must be filed with the department office. The “I” grade should generally not require a complete repeat of the course. **A student should not reregister for the course.** Research and thesis courses taken for graduate work are exempted from this policy. All “I” grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree.

**STUDENTS WITH DISABILITIES**

Students with ADA-documented physical, sensory, emotional or medical impairments may
be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

GRADING GUIDELINES
1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
1. Certification/Undergraduate Students – Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students – All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

STUDENT BEHAVIOR & ACADEMIC HONESTY
Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g. cheating on tests, plagiarism, lying to supervisors and instructional coaches or cooperating teachers) will be referred to program committees for disciplinary action.

CERTIFICATION/UNDERGRATE COURSE REQUIREMENTS (Effective Fall 1994)
1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below “C” must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below “C” or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.
2. Students who do not apply for licensure within 12 months of graduating, may be subject to additional coursework prior to recommending certification.

BACKGROUND CHECK

As a result of a legislative mandate, all students planning on obtaining a teaching license in Utah must complete a background check prior to their initial practicum. Background check information for Alternative Teacher Preparation students is typically conducted according to the employing school district policy.