SPED 7767 - STRATEGIES FOR CHALLENGING BEHAVIORS

Semester Hours 3
Semester/Year Fall, 2010
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COURSE DESCRIPTION

Prerequisite: SPED 3703 or 6761 and 6716 or equivalents.
This course is the study of the development of intervention strategies for students with challenging behaviors. These intervention strategies will be based on positive behavioral supports, functional behavior assessment, and functional analysis procedures.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class
activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge of legislative and ethical requirements for functional behavior assessment (Alberto & Troutman, 2006; Chandler & Dahlquist, 2006; Cooper, Heron, & Heward, 2007; Koegel, Koegel, & Dunlap, 1996; Malott & Suarez, 2005; Repp & Horner, 1999; Zirpoli, 2005) (Knowledgeable; Proactive NBPTS* 1, 5; NBPTS EN** II; CEC***1, 8);

2. implement formal and informal assessment strategies in order to determine the function of challenging behaviors for students with various disabilities and from diverse backgrounds (Alberto & Troutman, 2006; Chandler & Dahlquist, 2006; Cooper et al., 2007; Kerr & Nelson, 2005; Luiselli, 2006; Malott & Suarez, 2005; O’Neill, Horner, Albin, Storey, & Sprague, 1997; Repp & Horner, 1999; Sigafoos, Arthur-Kelly, & Butterfield, 2006; Zirpoli, 2005) (Decision Makers, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive; NBPTS 3; NBPTS EN I, II, IV, IX, X; CEC 1, 2, 3, 8, 9, 10);

3. develop, implement, evaluate, and modify positive behavior support plans that effectively meet the needs of individuals with diverse needs and abilities (Bambara, Dunlap, & Schwartz, 2004; Jackson & Panyan, 2001; Kauffman, Mostert, Trent, & Hallahan, 2002; Kerr & Nelson, 2005; Koegel et al., 1996; Luiselli, 2006; Malott & Suarez, 2005; O’Neill et al., 1997; Repp & Horner, 1999; Simpson, 1996) (Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Leader, Lifelong Learners, Proactive, Reflective; NBPTS 1, 3, 4; NBPTS EN I-IV, VII, X, XII, XIV; CEC 3-10);

4. describe various aspects of reinforcement, including schedules, differential reinforcement, and reinforcer sampling (Alberto & Troutman, 2006; Cooper et al., 2007; Kazdin, 2001; Malott & Suarez, 2005; Miltenberger, 2004; Repp & Horner, 1999; Zirpoli, 2005) (Decision Makers, Empathetic, Knowledgeable, Proactive, Reflective; NBPTS 3; NBPTS EN II, V, X; CEC 3, 4, 7, 8); and

5. critically discuss the effects of physical, environmental, and communicative factors on students’ behavior (Bambara et al., 2004; Cooper et al., 2007; Kauffman et al., 2002; Kazdin, 2001; Koegel et al., 1996; Luiselli, 2006; Malott & Suarez, 2005; Miltenberger, 2004; O’Neill et al., 1997; Repp & Horner, 1999; Sigafoos, Arthur, & O’Reilly, 2003; Snell & Brown, 2006; Westling & Fox, 2004) (Knowledgeable, Proactive, Reflective; NBPTS 4, 5; NBPTS EN VI, VII, VIII, X, XI, XIII; CEC 5, 6, 9).

*NBPTS refers to the five core propositions of the National Board for Professional Teaching
TEST, READINGS, AND INSTRUCTIONAL RESOURCES

Instructional Resources: Handouts, sites, etc. posted on Vista (WebCT)

Suggested APA Resources


Required Text:

References:


**Recommended Journals:**

- Behavioral Disorders (included in CCBD membership)
- Behavior Modification (included in CCBD membership)
- Behavior Research and Therapy (included in DDD membership)
- Beyond Behavior (included in CEC membership)
- Education and Training in Developmental Disabilities (included in DDD membership)
- Educational Leadership (included in CLD membership)
- Exceptional Children (included in CEC membership)
- Focus on Autism and Other Developmental Disabilities (included in DDD membership)
- Focus on Exceptional Children
- Intervention in School and Clinic
- Journal of Abnormal Child Psychology
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework
This course focuses on the study of the development of intervention strategies for students with challenging behaviors. These intervention strategies will be based on positive behavioral supports, functional behavior assessment, and functional analysis procedures. The overall evaluation for this course consists of observation of candidate participation in in-class discussions as well as formative and summative evaluations of examinations and written products. All candidates are required to demonstrate their ability to effectively implement a positive behavior support plan based on a hypothesis derived from functional assessment and functional analysis. At the completion of the course, candidates will have demonstrated competence in the areas of lifelong learners: be active problem solvers to assist their students by providing appropriate behavioral interventions and understand the importance of remaining current in the field to remain aware of and competent in best practices (assignments 1, 2, 3, 4); leaders: critically examine factors related to challenging behaviors and design and implement appropriate interventions; (assignments 1, 2, 3, 4) adaptive: demonstrate flexibility and strategic planning appropriate to a wide variety of learners for effectively meeting students’ behavioral needs (assignments 2, 3, 4); collaborative: develop skills to work effectively with various other professionals involved in the processes required for designing and implementing positive behavior support plans (assignments 2, 3, 4); culturally sensitive: develop awareness and understanding of individual and group differences when examining issues related to challenging behavior (assignments 2, 3, 4); decision makers: critically examine factors related to challenging behaviors and make informed decisions regarding interventions (assignments 2, 4) empathetic: develop the sensitivity for individual, family, and institutional needs that will most effectively support students with behavioral challenges (assignments 2, 3, 4); proactive and knowledgeable: demonstrate a specific knowledge of functional behavior assessment/analysis and positive behavior interventions and supports (assignments 1, 2, 3, 4); and reflective: demonstrate reflective, critical thinking skills in planning and implementing appropriate behavioral intervention techniques and positive behavior supports (assignments 1, 2, 3, 4).
Assignments:

1. Journal Article Critiques and Discussion: (5 @ 5 points each, 25 points total)
   Students will read and critique at least five (5) articles related to challenging behaviors and behavioral supports. The critique should be a minimum of two pages, and should follow APA 5th edition guidelines. Class discussion will focus on each week’s assigned readings and critiques. (Objectives 1, 3, 4, 5; rubric)

2. Individual Positive Behavior Support Plan: (35 points)
   Students will demonstrate knowledge of course material by implementing a positive behavior support plan. Required components of this assignment include: (a) observations of challenging behaviors, (b) functional analysis of challenging behaviors, (c) evaluation of assessment and analysis data to form a hypothesis, (d) design of a positive behavior plan based on assessment data and hypothesis, and (e) implementation and evaluation of effects of positive behavior support plans. Plan will include goal(s), specific behavioral objective(s), assessment technique(s), intervention(s), and reinforcement schedule including plans for maintenance and generalization. This assignment will include the collection of assessment and analysis data, the implementation of intervention(s), and the collection of data, graphing of data, and analysis/evaluation of data. The plan will follow one of the single-subject research designs described in the text and/or class. The student will present the plan to the class during the last class or Final exam slot. (Objectives 1-5; rubric)

3. Literacy Based Behavioral Intervention (Social Story©): (15 points)
   Students will develop a literacy based behavioral intervention to teach an appropriate behavior or skill. This intervention can be in a story or book form, video

3. Class participation and class activities: (25 points)
   Various class activities will be assigned that support course objectives. Participation points can be earned for contributing to class activities/discussion through examples, ideas, questions, reflections, and integration of concepts presented in class. This applies to both face to face and online class meetings. (Objectives 1-5; observation and written products)

Work completed for another class is not acceptable for this class.

Evaluation Procedures:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Assessment Tool</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Journal Article Critiques</td>
<td>Rubric</td>
<td>25</td>
<td>various</td>
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<tr>
<td>Positive Behavior Support Plan</td>
<td>Rubric</td>
<td>35</td>
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<tr>
<td>Literacy Based Intervention</td>
<td>Rubric</td>
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<tr>
<td>Class activities</td>
<td>Observation</td>
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<td><strong>Total Points Possible</strong></td>
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Grading Policy:
A = 90-100
B = 80-89
C = 70-79
F = <69

CLASS POLICIES

1. Each student is expected to come prepared to class by having materials, handouts and/or packet available and having done previous readings and assignments. Each student is to come to class prepared. This includes having the text available and having done the assigned readings and projects.

2. Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for inadequate work. All assignments completed outside of class must be typed, double spaced, using Times, Times New Roman, or Arial font (size 12). All work (done both inside and outside of class) must be reasonably legible.

3. University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via the Internet and the UWG portal/pipeline. Some assignments will need to be submitted electronically. In addition, students should realize that formal communications from UWG will be sent through campus e-mail (myUWG) or the WebCT Vista email specific to this course; this e-mail needs to be checked regularly.

4. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class.

5. Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught/reviewed unless judged appropriate for the group as a whole.

6. Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help complete assignments. Resources should be referenced on materials submitted to the instructor. (Also see College of Education Academic Honesty Statement and Honor Code statement below.)
7. Disability policy: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/~dserve/](http://www.westga.edu/~dserve/). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

### COURSE OUTLINE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>8/16/10</td>
<td>Review of basic behavioral principles</td>
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<td>In-class activity</td>
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<td>F2F</td>
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<td>online</td>
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<tr>
<td>8/30/10</td>
<td>Assessment and evaluation for management planning and positive behavioral support program development</td>
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<td>Critique 1</td>
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<td>online</td>
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<td>9/13/10</td>
<td>Functional behavioral assessment in natural setting: Indirect methods and direct observation</td>
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<td>9/20/10</td>
<td>Functional analysis: analog conditions in a clinical setting and in a natural setting Literacy Based Behavioral Interventions</td>
<td>Bambara et al. p. 149-252</td>
<td>In-class activity</td>
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<td>9/27/10</td>
<td>Assessment based interventions: Effects of various components on function of behavior: Physical, environmental, social, academic, and communicative</td>
<td>Bambara et al. p. 149-252</td>
<td>Critique 2</td>
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<td>10/4/10</td>
<td>Behavior intervention and positive support plans based on results of FBA or Functional Analysis</td>
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<td>online</td>
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<td>10/11/10</td>
<td>Establishing Operations Reinforcement: schedules, reinforcer sampling,</td>
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<td>Critique 3</td>
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<td>10/18/10</td>
<td>Foundations of Positive Behavior Supports</td>
<td>Bambara et al., p. 1-67</td>
<td>In-class activity</td>
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<td>10/25/10</td>
<td>Differential and non-contingent reinforcement Reducing challenging behavior Functional communication training</td>
<td>Bambara et al., p. 303-354</td>
<td>Critique 4</td>
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<td>11/1/10</td>
<td>Capacity Building</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Resource</td>
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<tr>
<td>11/8/10</td>
<td>Families and Family Support</td>
<td>Bambara et al., Your choice from Part IV</td>
<td>Critique 5</td>
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<tr>
<td>11/15/10</td>
<td>Focus on Systems Change: Evaluating behavior support plans</td>
<td>Bambara et al., p. 355-409</td>
<td>In-class activity</td>
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<tr>
<td>11/29/10</td>
<td>Class and school wide Positive Behavior Support systems</td>
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<td>Literacy Based Behavioral Intervention</td>
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<tr>
<td>12/06/10</td>
<td>Presentations of behavior support plans and LBBI</td>
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<td>Behavior Support Plans</td>
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**ACADEMIC HONESTY**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.

Students are expected to comply with the Honor Code for UWG and should have signed the Pledge related to Academic Honor.