

OCT 11 2010

# FLORIDA ATLANTIC UNIVERSITY

## Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG: \_\_\_\_\_

DEPARTMENT NAME: EXCEPTIONAL STUDENT EDUCATION	COLLEGE OF: EDUCATION
COURSE PREFIX & NUMBER: EEX 5602	CURRENT COURSE TITLE: Behavior Change and Management Strategies

### CHANGE(S) REQUESTED

SHOW "X" IN FRONT OF OPTION  CHANGE CREDITS FROM _____ TO: _____  CHANGE GRADING FROM _____ TO: _____  X CHANGE PREREQUISITES TO: EEX 5612 or an equivalent course in applied behavior analysis; EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders. CHANGE MINIMUM GRADE TO: _____  CHANGE COREQUISITES TO: _____  CHANGE OTHER REGISTRATION CONTROLS TO: _____	SHOW "X" IN FRONT OF OPTION  CHANGE PREFIX FROM _____ TO: _____  X CHANGE COURSE NO. FROM 5602 TO: 6602  CHANGE TITLE TO: _____  CHANGE DESCRIPTION TO: _____
<b>CHANGES TO BE EFFECTIVE (TERM):</b> Spring, 2011	Attach syllabus for ANY changes to current course information.
Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s). No	Any other departments and/or colleges that might be affected by the change(s) must be consulted. List entities that have been consulted and attach written comments from each. All department comments are attached

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:  
 Dr. Cynthia Wilson 954-239 1006

### SIGNATURES

Approved by:  
 Department Chair: Michael Reed  
 College Curriculum Chair: Linda N. Niles  
 College Dean: Valley of Peaks  
 UGPC Chair: \_\_\_\_\_  
 Dean of the Graduate College: \_\_\_\_\_

Date:  
10/18/10  
10/20/10  
10/26/10

### SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.  
  
 Go to: <http://graduate.fau.edu/gpc/> to access Guidelines and to download this form.  
  
 Written Consent—required from all departments affected.

Email this form and syllabus to [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Mike,

Teaching and Learning do not have any conflicts.

However, I have a recommendation. Since EEX 5602 requires a prerequisite of some special education or autism course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting to enroll. Not a bad thing, but may be not the target.

Barbara

\*\*\*\*\*

Dr. Brady:

The Exercise Science and Health Promotion Department does not have any conflict with the four proposed courses (2 new, EEX 2xxx; EBD 5246 and EEX-5602) listed below. Regards,

B. Sue Graves, Ed.D., FACSM, HFS, FISSN  
Chair, Department of Exercise Science  
and Health Promotion

.....

Mike:

The new courses and revised courses you are proposing do not conflict with the courses or curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be a valuable addition to your curriculum. Take care.

Jim McLaughlin

Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

\*\*\*\*\*

Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course proposals, *Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders* and *Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders*, as well as the revisions to two of your existing courses, EBD 5246 and EEX 5602. The new courses, and the revisions to your existing course, do not conflict with the graduate curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,  
Deena

Walter

Learning and Learning do not have any conflict.

However, I have a recommendation. Since EXX 5602 requires a prerequisite of some special education or  
diversity course, you might want to reflect that in the title. Otherwise, you may get a larger group wanting  
to enroll. Not a bad thing, but may be not the target.

Barbara

\*\*\*\*\*

Dr. Brady:

The Exercise Science and Health Promotion Department does not have any conflict with the four  
proposed courses (2 new, EXX 5xxx; EBD 5246 and EXX 5602) listed below. Regards,

B. Sue Gravel, Ed.D., FACSM, HRSA, FISSM  
Chair, Department of Exercise Science  
and Health Promotion

\*\*\*\*\*

Walter

The new courses and revised courses you are proposing do not conflict with the courses or  
curriculum in the Department of Curriculum, Culture, and Educational Inquiry. This seems to be  
a valuable addition to your curriculum. Take care.

Jim Hutchins

Professor and Chair, Department of Curriculum, Culture, and Educational Inquiry

\*\*\*\*\*

Dear Dr. Brady,

Thank you for giving me the opportunity to review your two new course  
proposals, Diagnostic Assessment and Instructional Decision Making for Students  
with Autism Spectrum Disorders and Intervention for Social Communication,  
Language, and Functional Skills for Students with Autism Spectrum Disorders.  
As well as the revisions to two of your existing courses, EBD 5246 and EXX 5602.  
The new courses, and the revisions to your existing course, do not conflict with  
the grades curriculum in Communication Sciences and Disorders.

Good luck with your curriculum changes.

With best regards,  
Debra

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders  
Florida Atlantic University  
College of Education  
777 Glades Road  
P.O. Box 3091  
Boca Raton, Florida 33431-0991

Office phone: 561-297-2259  
FAX: 561-297-2268  
E-mail: [wener@fau.edu](mailto:wener@fau.edu)

.....  
Hello Mike:  
I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program. Good Luck!

Irene

.....  
Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

-----  
Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
[Shockley@fau.edu](mailto:Shockley@fau.edu)

.....  
**From:** Dr. Michael Brady [mailto:[mbrady@fau.edu](mailto:mbrady@fau.edu)]  
**Sent:** Wednesday, September 22, 2010 7:22 PM  
**To:** Jim McLaughlin; Barbara Ridener; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wener  
**Cc:** Cynthia Wilson; Mary Lou Duffy  
**Subject:** 4 ESE Courses

Folks – I'm attaching 4 ESE courses for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the FDOE teaching endorsement in autism. Here is a breakdown of the 4 courses:

Deena Louise Wiener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders  
Florida Atlantic University  
College of Education  
777 Glades Road  
P.O. Box 3091  
Boca Raton, Florida 33431-0991

Office phone: 561-597-5259  
FAX: 561-597-5258  
E-mail: [wiener@fau.edu](mailto:wiener@fau.edu)

.....

Hello Mike,  
I have reviewed the revisions and proposed new courses as you requested. I see no conflict with courses offered in the Counselor Education Program, Good Luck!

Deena

.....

Mike,

Our department members have reviewed your proposed courses and we see no conflict with our department. Bob

-----  
Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.597.3551  
[shockley@fau.edu](mailto:shockley@fau.edu)

.....

From: Dr. Michael Brady [mailto:mbrady@fau.edu]  
Sent: Wednesday, September 22, 2010 7:22 PM  
To: Jim McLaughlin; Barbara Ridenour; Irene Johnson at FAU; Sue Graves; Robert Shockley; Deena Wiener  
Cc: Cynthia Wilcox; Mary Lou Duffy  
Subject: A ESE course

Mike - In attaching A ESE course for your review. These courses support our effort to better prepare teachers to teach students with autism and to earn the GDE teaching endorsement in autism. Here is a breakdown of the 4 courses:

**Two courses are new. They are:**

**EEX 6xxx      Diagnosis, Assessment, and Instructional Decision Making for Students with Autism Spectrum Disorders**

**EEX 6xxx      Intervention for Social, Communication, Academic, and Functional Skills for Students with Autism Spectrum Disorders**

**Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:**

**1.EBD 5246      Students with Autism Spectrum Disorders**

**We are proposing change the prefix from *EBD* to *EEX*;**

**We are proposing a change from 5246 to a 6000 level number;**

**We are proposing a title change to *Nature and Characteristics of Autism Spectrum Disorders*.**

**2.EEX 5602      Behavior Change and Management Strategies**

**We are proposing a change from 5246 to a 6000 level number;**

**We are proposing to change the prerequisites *from* EEX 5612 and EEX 5051 *to*:**

- **EEX 5612 or an equivalent course in applied behavior analysis;**
- **EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.**

**Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your departments, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.**

**Regards**

**MB**

**Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)**

Two courses are new. They are:  
 EEX 6xxx Diagnostic Assessment and Instructional Decision Making for Students with Autism Spectrum Disorders  
 EEX 6xxx Intervention for Social Communication, Academic and Functional Skills for Students with Autism Spectrum Disorders

Two other courses are revisions of our existing courses. In the attached syllabi, I highlighted the changes in yellow so you can see what we are proposing to change. Here are the revisions we are seeking:

1. EEX 2548 Students with Autism Spectrum Disorders  
 We are proposing change the prefix from EBD to EEX;  
 We are proposing a change from 2548 to a 6000 level number;  
 We are proposing a title change to Nature and Characteristics of Autism Spectrum Disorders.

2. EEX 2502 Behavior Change and Management Strategies  
 We are proposing a change from 2548 to a 6000 level number;  
 We are proposing to change the prerequisites from EEX 2612 and EEX 2021 to:  
 • EEX 2021 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders  
 • EEX 2612 or an equivalent course in applied behavior analysis;

Will you please review the two new courses and the two revised courses? If you agree that they do not conflict with the curriculum and courses in your department, will you please indicate that in a reply to this message? I appreciate the time you spend for the review.

Regards,  
 MJD

Michael P. Brady, PhD  
 Professor & Chair  
 Department of Exceptional Student Education  
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 777 Glades Road  
 Boca Raton, FL 33431  
 (561) 367-3281  
 mbrady@fau.edu



Department of Exceptional Student Education  
College of Education  
Florida Atlantic University

**Instructor:**  
**Phone:**  
**Office Hours:**

**Office:**  
**E-mail:**  
**Class Day/Time:**

**COURSE NUMBER**            **EEX 6602 (Currently EEX 5602)**

**COURSE TITLE**            **Behavior Change and Management Strategies**

**COURSE DESCRIPTION**

This is a course in specialized behavior management techniques for use with students with disabilities. The course will prepare teachers to apply behavior analytic techniques, manage crisis situations, and functionally assess problem behaviors. Ethical issues will be considered as will as counseling skills for teachers working with behavioral disorders or problems in schools.

**PREREQUISITE or COREQUISITE**

- EEX 5612 or an equivalent course in applied behavior analysis;
- EEX 5051 or an introductory course in special education or a course in nature and characteristics of autism spectrum disorders.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by analyzing a case study and applying appropriate decision-making skills to identify the function of challenging and appropriate behavior. The student will demonstrate knowledge of ethical behavior by completing a research paper detailing a review of issues in working with students with behavioral disabilities including, but not limited to ethical considerations.

**REQUIRED TEXTS**

Chandler L. K. & Dahlquist, C.M. (2006). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.



## **TECHNOLOGY**

**E-mail:** Your FAU email address will be used.

**Computer:** Blackboard This course may be web assisted through FAU Blackboard or MyFAU. Some handouts, forms, handbook and resources may be available on the website. For Blackboard, go to the website: <http://blackboard.fau.edu> (Do not type www). Your username is the same as your FAUNet ID. Your initial password for Blackboard is your PIN (for students this is 2 zeros followed by your 2 digit DAY of birth and 2 digit YEAR of birth).

## **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

- Behavior Analyst Task List-Third Edition (BACB)
- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)
- Behavior Analyst Certification Board Guidelines for Responsible Conduct – August 2004 (BACB Guidelines)

(The applicable standards for this course are presented in Appendix A of this syllabus.)

## **COURSE OBJECTIVES**

The overall objective of this course is to equip professionals with specialized skills in providing positive behavioral support for students who present behavioral challenges. Specifically, upon completion of this course the student will be able to:

1. Describe the role of effective teaching, race, gender, cultural stereotypes, communicative proficiency and a well-managed classroom in preventing behavior problems. (CEC cc5K1-4, bd5K2) (ESOL 2, 3, 5, 14, 23)
2. Describe and apply the principles that serve as the foundation for behavior support. (CEC 5S10-11, bd1K5, bd7K1) (ESOL 22) (BACB Content Areas 3-1, 3-2, 3-3; 3-7 thru 3-10; 3-16; 3-19)
3. When presented with a problem behavior, select and implement functional behavior assessment techniques (BACB 4-1 thru 4-6b).
4. When presented with a serious classroom behavior problem, select an effective and culturally appropriate behavioral and/or counseling technique, plan an intervention, gather and record data, evaluate treatment effectiveness, outline a plan for generalization, and communicate the results of their effect. (CEC cc5S5-6, bd4K4,

bd4S1, bd7S1) (ESOL 5, 13, 14, 18) (BACB 9-1 thru 9-6, 9-18, 9-19, 9-20, 9-22, 9-23, 9-24, 9-27, 9-28, 9-29).

5. Describe and apply an array of procedural safeguards applicable to a range of child problem situations that may warrant active intervention. (CEC cc5S16) (ESOL 22)
6. Demonstrate the ability to use basic and culturally appropriate crisis de-escalation, prevention, and management techniques. (CEC5S13-13, bd4S2) (ESOL 2, 5, 13, 14, 18, 22)
7. Describe emerging views of classroom discipline and explain the components of personal beliefs, values, and personal system of discipline. (CEC cc1S1, cc9K1, cc9S11) (ESOL 3, 18, 23)
8. Use a team-based approach to assessment and intervention, use competency-based training procedures to train those who will carry out the behavior intervention, and monitor intervention fidelity. (BACB Content Area 10) (BACB Guidelines 4.0, 5.0, 6.0)

### **COURSE CONTENT**

- Antisocial behavior
- Discipline plan and classroom management
- Social skills
- Crisis management
- Behavior management cases
- Behavior change process-steps
- Medication
- School violence and gangs
- Classroom management and ADD/ADHD
- Functional assessment, environmental and biophysical behavior management
- Classroom behavior management
- Antecedent-based strategies
- Developing replacement behaviors
- Consequence strategies to increase and decrease behavior
- Strategies to mitigate and replace problem behaviors maintained by positive, negative, and automatic reinforcement.

## COURSE REQUIREMENTS

1. **COMPETENCY ASSESSMENT: Case Study.** The student will complete a case study report describing a functional assessment of a student with challenging behavior. The case study will include a report of the functional assessment and a description of a comprehensive intervention plan to serve the student's challenging behavior with a more appropriate behavior. The case study report will include the following components:
  - (a) narrative summary of the case
  - (b) completed ABC observation form
  - (c) narrative explanation of the ABC including:
    - definition of the challenging behavior,
    - summary statement describing the function of the challenging behavior; including rationale for why that function was selected,
    - hypothesis statement(s) regarding the antecedents and consequences that "trigger" the challenging behavior
  - (d) a narrative explanation of appropriate replacement behavior that will achieve the same or similar function and a description of appropriate reinforcers
  - (e) a positive intervention plan to decrease challenging behavior and increase appropriate behavior. The plan should present alternatives for changing antecedents, settings, and consequences. The plan should also describe when and where the intervention will be implemented, which staff will implement the program, and describe how data will be collected to evaluate progress.

### *Competency Assessments and Florida Educator Accomplished Practices*

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program. **For this course, the Educator Accomplished Practices (EAP 9.2, see Appendix A) will be measured by the case study, which is the Competency Assessment.** See Appendix B for the specifics of the requirements for the case study. Please read the ESE departmental policy on Competency Assessments carefully.

### **ESE Departmental Policy on COMPETENCY ASSESSMENT(S)**

#### Assessment criteria

A student must earn a **minimum grade of 83%** of the points allotted for the Competency Assessment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the Competency Assessment.

#### Remediation policy

- **If a student is passing the course, but has failed to pass the Competency Assessment with a minimum of 83% of the possible points for the assignment, the student will**

receive an “I” in the course until the Competency Assessment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Competency Assessment will be used to calculate the final grade in the course. **If the resubmitted Competency Assessment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.

- **If a student is not passing the course**, and has failed to pass the Competency Assessment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Competency Assessment. The student will need to repeat the course and the Competency Assessment.

## **2. RESEARCH PAPER**

This assignment is composed of two parts: a comprehensive research paper and an oral presentation of the paper. You are to select a research topic from the list below and write a paper on the topic as it relates to students with behavioral disabilities. The paper is to be written according to the American Psychological Association (APA) style of writing (see APA hand-out). The paper is to include the following sections:

### **Introduction (1 page, 5 points)**

In this section, you will give a brief overview of the topic, explaining its relationship to students with behavioral disabilities.

### **Synthesis of the Literature (3-5 pages, 20 points)**

Write a concise but thorough synthesis of the key ideas included in the literature on your selected topic. This section should include analyses, comparative dimensions, multiple perspectives and implications for teachers of students with behavioral disorders.

### **Ethical Considerations (1-2 pages, 10 points)**

In this section of the paper, you will answer the question: “What are the ethical considerations when dealing with your topic, including the ethical procedures to follow when conducting research with students with behavioral disorders as it relates to this topic?” (See FAU, Institutional Review Board website as one source in answering this question).

### **Reflection/Conclusion (1-2 pages, 10 points)**

Summarize the conclusions you draw from what the literature says about working with students with disabilities and your topic. Reflect on what you have learned and what insight/understanding you have gained from the literature.

### **References & Mechanics (1-2 pages, 5 points)**

The paper's reference section must be written in APA style (see APA manual). It must include a minimum of 8 sources that meet the following criteria:

1. Include a minimum of 4 refereed academic journal sources.
2. Include no more than 2 internet sources.
3. Books may be used, but are not required.
4. Exclude newspapers, magazines, and encyclopedias.
5. Do not use sources that are more than 10 years old and at least 5 sources must have a 2000 or later copyright.

### **Other Requirements**

The paper must be written in an essay style (no outlines) and must include no less than 8 and no more than 10 pages of original student writing. This excludes cover page, references, illustrations (including pictures, graphs, charts, tables, etc.). The paper must be double-spaced and typewritten/word processed, with a font size of 12. Margins cannot be larger than 1 inch all around.

### **3. IN-CLASS POWERPOINT PRESENTATION**

Students will present his/her research paper via a power-point presentation to the class. The PowerPoint presentation is to be an oral in-class presentation of the highlights of the written research paper. The presentation must contain a minimum of eight slides. Students must provide a hard copy of the PowerPoint as a handout for each student in the class. Grading for the presentation will take the following into consideration:

- Topics and subtopics are clear and linked to the selected research topic
- Content included in the presentation is interesting and informative
- Appearance and style is polished
- Presentation reflects creativity
- Presentation reflects planning, organization, and balance
- Presentation is presented in a professional manner

The professor will order the computer/projector equipment needed for the presentation.

#### Topics for research paper/in-class presentations

- Suicide
- Crisis management
- School safety and violence
- Gangs and ESE students
- Effective counseling techniques for students with antisocial behaviors
- Abuse and its relationship to antisocial behavior
- Current issues in the use of behavior control medications (provide a summary of issues as identified in the professional literature)

- Drug abuse: warning signs and the current scene (right now)
- Weapons in schools: analysis of a recent case involving a public school incident
- Self-destructive behavior in adolescents
- Violence in schools: analysis of a recent case involving a public school incident
- Popular forms of delinquency among middle school age students in Broward or Palm Beach County (what do kids do to get in trouble today)
- Children who sexually abuse/molest other children. Prevention and treatment
- The process for the toughest kids getting serious help in Broward or Palm Beach County. (research and describe the process currently in place)
- What happens when a child gets mental health treatment?
- Interview one of the toughest kids in Palm Beach or Broward County ( seek and obtain consent as appropriate)
- Pressing charges against a student who willfully and maliciously attacks a teacher or another student: Status of school district, legal, and professional recommendations.
- The very best early intervention program
- Truancy prevention and control
- Behavioral intervention for school phobia
- Best practices in the use of timeout
- Life-Space Intervention
- Effective counseling techniques for students with antisocial behaviors
- Progressive relaxation
- Biofeedback as an approach for reducing problem behavior in public school classrooms
- Impact on communication difficulties on problem behavior
- Impact of cultural stereotypes and expectations on behavior
- Incidence and prevalence of discipline problems, suspension and expulsion by gender, culture, race, ethnicity, and LEP characteristics.
- Strategies to prevent problem behaviors
- Strategies to replace problem behaviors with functionally equivalent alternatives
- The use of extinction in schools
- The use of restraint in schools

#### **4. BEST PRACTICE REVIEW**

Students will choose four journal articles highlighting a “best practice.” Each article should discuss the same practice (e.g., token economy). Then, students will use the form provided in this syllabus to summarize various points in relation to the practice. See Appendix C for the form.

#### **5. BOOK REVIEW**

EEX 6602 (Currently EEX 5602) Rev Sept 2010

Each student will review one book that has behavioral disorders as its central theme and write a 2-3 page a review of the book. The book review is to include a brief summary of the book and to address the following questions:

- Was the person(s) with a behavioral disorder portrayed in a positive or negative light? In what way?
- How did other people (e.g., family members, teachers, other professionals, etc.) try to assist the person with the disorder? Compare/contrast the methods depicted in the book with the content of the course.
- Do you believe people will come away with a better understanding of behavioral disorders from reading this book? Why or why not?
- A recommendation regarding the book. Would you recommend this book to others, why, or why not?

To ensure there is no duplication of book reviews, students are to sign-up to review a book and present the review to the class. Copies of your book review are to be made for each member of the class.

#### Book Review Topics

1. **Divorce:** including breaking up, aftermath of divorce, coping with divorce.
2. **Adoption and Foster Care:** adoption by foster parents or others, entering foster care, moving to different foster homes, dealing with the foster care system.
3. **Siblings:** including sibling rivalry, new baby, twins, cooperation and love, responsibility.
4. **Families:** including single parent families, blended families, extended families, foster families, gay families, and traditional families.
5. **Death:** including pet death, suicide, parental, sibling, grandparents, and family members.
6. **Disability:** including cognitive disabilities, ADD/ADHD, Down Syndrome, vision/hearing impairments, mental disabilities, physical conditions and emotions.
7. **Abuse:** physical and emotional abuse, sexual abuse, substance abuse, verbal abuse.
8. **Heritage:** cultural difference, knowledge about one's heritage, tolerance, accepting and valuing heritage.
9. **Friends:** getting along with friends, verbally arguing, physically fighting, peer pressure.
10. **Diversity:** Impact of diversity and expectations on teachers
11. **Classroom/School Management:** Impact of classroom and/or school management on the behavior of students.

#### Some Suggested Book Titles

- Aiken, C. (1983). *Silent snow, secret snow*. Mankato, MN: Creative Education.
- Atwood, M. (1996). *Alias Grace*. New York: Doubleday.
- Beers, C.W. (1908). *The mind that found itself: An autobiography*. NY: Longmans, Green.
- Bettelheim, B. (1950). *Love is not enough*. NY: MacMillan.
- Bettelheim, B. (1967). *The empty fortress*. NY: Free Press.
- Duke, P. (1987). *Call me Anna: The autobiography of Patty Duke*. NY: Bantam.
- Green, H. (1964) *I never promised you a rose garden*. NY: Holt, Rinehart, & Winston.
- Greenan, R. (1949). *The secret life of Algernon Pendelton*. NY: Alfred A. Knopf.
- Greenfeld, J. (1970). *A child called Noah*. NY: Harcourt Brace Jovanovich.
- Greenfeld, J. (1978). *A place for Noah*. NY: Henry Holt and Co.
- Greenfeld, J. (1986). *A client called Noah*. NY: Henry Holt and Co.
- Grossman, H. (1972). *Nine rotten lousy kids*. NY: Holt, Rinehart & Winston.
- Hayden, T. (1980). *One child*. NY: Avon Books.
- Hayden T. (1982 ) *Somebody else's kids*. NY: Avon Books.
- Hayden T. (1983). *Murphy's Boy*. NY: Avon Books.
- Hayden, T. (1988). *Just another kid*. NY: Avon Books.
- Hayden, T. (1991). *Ghost girl*. NY: Avon Books.
- Hayden T. (1995). *The tiger's child*. NY: Avon Books.
- Hayden T. (2002). *Beautiful child*. NY: Avon Books.
- Holm, M.F. (1986). *Shall the circle be unbroken?* Longmont, CO: Bookmakers Guild.
- Kaysen, S. (1993). *Girl interrupted*. NY: Turtle Bay Books/Random House.
- Neufeld, J. (1969). *Lisa, bright and dark*. NY: Phillips.
- Paris, R-M.. (1984). *Camille: The life of Camille Claudel, Rodin's muse and mistress*. NY: Seaver Books/Henry Holt & Co.
- Plath, S. (1971). *The bell jar*. NY: Harper.
- Rapport, J. (1989). *The boy who couldn't stop washing: The explanation and treatment of obsessive-compulsive disorders*. NY: Dutton.
- Richette, L.A. (1969). *The throwaway children*. Philadelphia, PA: J.B. Lipincott Co.
- Rubin, T.I. (1962). *Jordi: Lisa and David*, NY: Ballantine.
- Sheehan, S. (1982). *Is there no place on earth for me?* Boston, MA: Houghton Mifflin.
- Stowe, R. (1991). *Not the end of the world*. NY: Pantheon/Random House.
- Styron, W. (1990). *Darkness visible: A memoir of madness*. NY: Random House.
- Vonnegut, M. (1949). *The Eden express*. NY: Farrar, Straus.

### **PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS**

ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through EEX 6602 (Currently EEX 5602) Rev Sept 2010



their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

### **TEACHING METHODS**

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

### **ASSESSMENT PROCEDURES**

<b>Assignment</b>	<b>Points</b>	<b>% of course grade</b>
Case Study (Critical Assignment)	50	25%
Research Paper	50	25%
In-Class Presentation	20	10%
Best Practice Review	40	20%
Book Review	40	20%
<b>TOTAL</b>	<b>200</b>	<b>100 %</b>

### **GRADING (ESE GRADING SCALE)**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 6

### **POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

***University Attendance Policy:*** Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and

within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

***Course Policies:***

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced.

***Students With Disabilities:*** In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

***Honor Code:*** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

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**APPENDIX A**  
**GUIDELINES USED IN THE DEVELOP OF THIS COURSE**

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

***COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS***

*What every special educator must know: Ethics, standards and guidelines for special educators (5<sup>th</sup> ed.) 2003.* Reston, VA: CEC Publications.

***Foundations***

- bd1K5 Theory of reinforcement techniques in serving individuals with emotional/behavioral disorders
- cc1S1 Articulate personal philosophy of special education

***Instructional Strategies***

- bd4K4 Prevention and intervention strategies for individuals at risk of emotional/behavioral disorders
- bd4S1 Use strategies from multiple theoretical approaches for individuals with emotional/behavioral disorders
- bd4S2 Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders

***Learning Environments and Social Interactions***

- cc5K1 Demands of learning environments
- cc5K2 Basic classroom management theories and strategies for individuals with exception learning needs
- cc5K3 Effective management of teaching and learning
- cc5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- cc5S5 Modify learning environment to manage behaviors
- cc5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences
- cc5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person
- cc5S16 Use universal precautions
- bd5K2 Functional classroom designs for individuals with emotional/behavioral disorders

***Instructional Planning***

- bd7K1 Model programs that have been effective for individuals with emotional/behavioral disorders across the age range
- bd7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior

***Professional and Ethical Practice***

- cc9K1 Organizations and publications relevant to the field of emotional/behavioral disorders
- cc9S11 Reflect on one's practice to improve instruction and guide professional growth

***FLORIDA STATE ESOL PERFORMANCE STANDARDS***

2. Recognize the major differences and similarities between the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second hand language acquisition process.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

***STATE OF FLORIDA ACCOMPLISHED PRACTICES***

- 9.2 Develops an environment conducive to learning

**BCBA & BCaBA BEHAVIOR ANALYST TASK LIST-THIRD EDITION**

<b>CONTENT AREA 3: PRINCIPLES, PROCESSES AND CONCEPTS</b>	
<b>#</b>	<b>TASK</b>
3-1	Define and provide examples of behavior/response/response class.
3-2	Define and provide examples of stimulus and stimulus class.
3-3	Define and provide examples of positive and negative reinforcement.
3-7	Define and provide examples of stimulus control.
3-8	Define and provide examples of establishing operations.
3-9	Define and provide examples of behavioral contingencies.
3-10	Define and provide examples of functional relations.
3-16	Define and provide examples of mands.
3-19	Define and provide examples of contingency-shaped and rule governed behavior and distinguish between examples of each.

<b>CONTENT AREA 4: BEHAVIORAL ASSESSMENT</b>	
<b>#</b>	<b>TASK</b>
4-1	State the primary characteristics of and rationale for conducting a descriptive assessment.
4-2	Gather descriptive data.
a.	Select various methods.
b.	Use various methods.
4-3	Organize and interpret descriptive data.
a.	Select various methods.
b.	Use various methods.
4-4	State the primary characteristics of and rationale for conducting a functional analysis as a form of assessment.
4-5	Conduct functional analyses.
a.	Select various methods.
b.	Use various methods.
4-6	Organize and interpret functional analysis data.
a.	Select various methods.
b.	Use various methods.
<b>CONTENT AREA 9: BEHAVIOR CHANGE PROCEDURES</b>	
<b>#</b>	<b>TASK</b>
9-1	Use antecedent-based interventions, such as: contextual or ecological variables, establishing operations, and discriminative stimuli.
9-2	Use positive and negative reinforcement:
a.	Identify and use reinforcers.
b.	Use appropriate parameters and schedules of reinforcement.
c.	Use response-deprivation procedures (e.g., Premack principle).
d.	State and plan for the possible unwanted effects of the use of reinforcement.
9-3	Use positive and negative punishment:

a.	Identify and use punishers.
b.	Use appropriate parameters and schedules of punishment.
c.	State and plan for the possible unwanted effects of the use of punishment.
9-4	Use extinction.
a.	Identify possible reinforcers maintaining behavior and use extinction.
b.	State and plan for the possible unwanted effects of the use of extinction.
9-5	Use response-independent (time-based) schedules of reinforcement.
9-6	Use differential reinforcement.
9-18	Use contingency contracting (e.g., behavioral contracts).
9-19	Use token economy procedures, including levels systems.
9-20	Use independent, interdependent and dependent group contingencies.
9-22	Plan for behavioral contrast effects.
9-23	Use behavioral momentum.
9-24	Use the matching law and recognize factors influencing choice.
9-27	Use self-management strategies.
9-28	Use behavior change procedures to promote stimulus and response generalization.
9-29	Use behavior change procedures to promote maintenance.
<b>CONTENT AREA 10: SYSTEMS SUPPORT</b>	
#	TASK
10-1	Use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.
10-2	Use effective performance monitoring and reinforcement systems.
10-3	Design and use systems for monitoring procedural integrity.
10-4	Establish support for behavior analysis services from persons directly and indirectly involved with these services.
10-5	Secure the support of others to maintain the clients' behavioral repertoires in their natural settings.
10-6	Provide behavior analysis services in collaboration with others who support and/or provide services to one's clients.

## **BEHAVIOR ANALYST CERTIFICATION BOARD® GUIDELINES FOR RESPONSIBLE CONDUCT**

### **4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.**

The behavior analyst designs programs that are based on behavior analytic principles, including assessments of effects of other intervention methods, involves the client or the client-surrogate in the planning of such programs, obtains the consent of the client, and respects the right of the client to terminate services at any time.

#### **4.01 Approving Interventions.**

The behavior analyst must obtain the client's or client-surrogate's approval in writing of the behavior intervention procedures before implementing them.

#### **4.02 Reinforcement/Punishment.**

The behavior analyst recommends reinforcement rather than punishment whenever possible. If punishment procedures are necessary, the behavior analyst always includes reinforcement procedures for alternative behavior in the program.



**4.03 Avoiding Harmful Reinforcers.**

The behavior analyst minimizes the use of items as potential reinforcers that may be harmful to the long-term health of the client or participant (e.g., cigarettes, or sugar or fat-laden food), or that may require undesirably marked deprivation procedures as establishing operations.

**4.04 On-Going Data Collection.**

The behavior analyst collects data, or asks the client, client-surrogate, or designated others to collect data needed to assess progress within the program.

**4.05 Program Modifications.**

The behavior analyst modifies the program on the basis of data.

**4.06 Program Modifications Consent.**

The behavior analyst explains the program modifications and the reasons for the modifications to the client or client-surrogate and obtains consent to implement the modifications.

**4.07 Least Restrictive Procedures.**

The behavior analyst reviews and appraises the restrictiveness of alternative interventions and always recommends the least restrictive procedures likely to be effective in dealing with a behavior problem.

**4.08 Termination Criteria.**

The behavior analyst establishes understandable and objective (i.e., measurable) criteria for the termination of the program and describes them to the client or client-surrogate.

**4.09 Terminating Clients.**

The behavior analyst terminates the relationship with the client when the established criteria for termination are attained, as in when a series of planned or revised intervention goals has been completed.

**5.0 THE BEHAVIOR ANALYST AS A TEACHER AND/OR SUPERVISOR.**

Behavior analysts delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently.

**5.01 Designing Competent Training Programs.**

Behavior analysts who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

**5.02 Limitations on Training.**

Behavior analysts do not teach the use of techniques or procedures that require specialized training, licensure, or expertise in other disciplines to individuals who lack the prerequisite training, legal scope of practice, or expertise, except as these techniques may be used in behavioral evaluation of the effects of various treatments, interventions, therapies, or educational methods.

**5.03 Providing Course Objectives.**

The behavior analyst provides a clear description of the objectives of a course, preferably in writing, at the beginning of the course.

**5.04 Describing Course Requirements.**

The behavior analyst provides a clear description of the demands of the course (e.g., papers, exams, projects) at the beginning of the course.

**5.05 Describing Evaluation Requirements.**

The behavior analyst provides a clear description of the requirements for the evaluation of student performance at the beginning of the course.

**5.06 Providing Feedback to Students/Supervisees.**

The behavior analyst provides feedback regarding the performance of a student or supervisee as frequently as the conditions allow.

**5.07 Providing Behavior Analysis Principles in Teaching.**

The behavior analyst utilizes as many principles of behavior analysis in teaching a course as the material, conditions, and academic policies allow.

**5.08 Requirements of Supervisees.**

The behavior analyst's behavioral requirements of a supervisee must be in the behavioral repertoire of the supervisee. If the behavior required is not in the supervisee's repertoire, the behavior analyst attempts to provide the conditions for the acquisition of the required behavior, and refers the

supervisee for remedial skill development services, or provides them with such services, permitting them to meet at least minimal behavioral performance requirements.

#### **5.09 Training and Supervision.**

Behavior analysts provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically. If institutional policies, procedures, or practices prevent fulfillment of this obligation, behavior analysts attempt to modify their role or to correct the situation to the extent feasible.

#### **5.10 Feedback to Supervisees.**

The behavior analyst provides feedback to the supervisee in a way that increases the probability that the supervisee will benefit from the feedback.

#### **5.11 Reinforcing Supervisee Behavior.**

The behavior analyst uses positive reinforcement as frequently as the behavior of the supervisee and the environmental conditions allow.

### **6.0 THE BEHAVIOR ANALYST AND THE WORKPLACE.**

The behavior analyst adheres to job commitments, assesses employee interactions before intervention, works within his/her scope of training, develops interventions that benefit employees, and resolves conflicts within these Guidelines.

#### **6.01 Job Commitments.**

The behavior analyst adheres to job commitments made to the employing organization.

#### **6.02 Assessing Employee Interactions.**

The behavior analyst assesses the behavior-environment interactions of the employees before designing behavior analytic programs.

#### **6.03 Preparing for Consultation.**

The behavior analyst implements or consults on behavior management programs for which the behavior analyst has been adequately prepared.

#### **6.04 Employees Interventions.**

The behavior analyst develops interventions that benefit the employees as well as management.

#### **6.05 Employee Health and Well Being.**

The behavior analyst develops interventions that enhance the health and well being of the employees.

#### **6.06 Conflicts with Organizations.**

If the demands of an organization with which behavior analysts are affiliated conflict with these Guidelines, behavior analysts clarify the nature of the conflict, make known their commitment to these Guidelines, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to these Guidelines.

### COURSE SCHEDULE

<b>SESSION</b>	<b>DATE</b>	<b>TOPICS</b>	<b>ASSIGNMENTS</b>
1		Identifying & Addressing Problem Behavior; The FBA/BIP Process	Chapters 1 & 2
2		Conducting a Functional Behavior Assessment	Chapters 3 & 4
3		Conducting a Functional Behavior Assessment (cont.)	Chapter 5
4		Overview of Functioned-Based Interventions; BIP Components	Chapter 6
5		Intervention Strategies – Positive Reinforcement Functions	Chapter 7
6		Intervention Strategies – Positive Reinforcement Functions (cont.)	Chapter 7
7		Intervention Strategies – Negative Reinforcement Functions	Chapter 8
8		Intervention Strategies – Negative Reinforcement Functions (cont.)	Chapter 8
9		General Intervention Strategies – Automatic Reinforcement Functions	Chapter 9
10		Specific Intervention Strategies – Automatic Reinforcement Functions	Chapter 10
11		Using contracts, token systems, & self management	
12		Positive & Negative Punishment Strategies (Response blocking, time out, response cost)	
13		Strategies to Promote Generalization and Maintenance; Preventing recurrence	Chapter 11
14		Guidelines for Use in Schools	Chapter 12
15		Building Systems Support: Teamwork. staff/family training, and intervention fidelity	
16		Building Systems Support (cont.)	

**Appendix B**  
**SCORING RUBRIC FOR COMPETENCY ASSESSMENT**

**Course Number and Title:** EEX 6602 (Currently EEX 5602) Behavior Change and Management Strategies

**Florida Educator Accomplished Practice: STANDARD Indicator: 9.2**

**Description of Competency Assessment:** The student will complete a case study report describing a functional assessment of a student with challenging behavior. The case study will include a report of the functional assessment and a description of a comprehensive intervention plan to replace the student's challenging behavior with a more appropriate behavior. The case study report will include the following components:

- (1) a narrative summary of the case
- (2) a completed ABC observation form,
- (3) a narrative explanation of the ABC including:
  - (a) a definition of the challenging behavior
  - (b) a summary statement describing the function of the challenging behavior including rationale for why that function was selected
  - (c) hypothesis(es) statement(s) regarding the antecedents and consequences that trigger and support the challenging behavior
- (4) a narrative explanation of appropriate replacement behavior that will achieve the same function and a description of appropriate reinforcers
- (5) a positive intervention plan to decrease challenging behavior and increase appropriate behavior. The intervention plan should present alternatives for changing antecedents, settings and consequences, describe when and where the intervention will be implemented, which staff will implement the program, and describe how data will be collected to evaluate progress.

**EEX 6602 (Currently EEX 5602): Behavior Change and Management Strategies  
Scoring Rubric for Competency Assessment**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Overall Rating/Points Earned: \_\_\_\_\_ / \_\_\_\_\_

Results of the Competency Assessment: \_\_\_\_\_ Exceeds Expectation \_\_\_\_\_ Meets Expectation \_\_\_\_\_ Does Not Meet Expectation

Competency Assessment Title: Case Study

Florida Educator Accomplished Practice: Standard

Indicator: 9.2

Components of the Assignment	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
	93-100%	92-83%	<83%
<b>Narrative summary of the case</b> Value = 10%	Comprehensive summation of the case	Adequate summation of the case	Inaccurate and/or incomplete summation of the case
<b>ABC Observation Form</b> Value = 25 %	Clear and full completion of an accurate ABC observation report	Completion of an adequate ABC observation report	Inaccurate and/or incomplete ABC observation report
<b>Explanation of the ABC</b> Value = 15 %	Thorough and complete description of the function of the behavior	Adequate description of the function of the behavior	Inaccurate description of the function of the behavior
<b>Explanation of replacement behavior</b> Value = 15%	Clear description and complete explanation of the replacement behavior and reinforcers	Adequate explanation of replacement behavior and reinforcers	Inadequate explanation of replacement behavior and reinforcers
<b>Intervention Plan</b> Value = 25%	Clearly and fully describes an appropriate positive intervention plan to support appropriate replacement behavior	Adequately describes an appropriate positive intervention plan to support appropriate replacement behavior	Inappropriate intervention plan that does not support an appropriate replacement behavior
<b>Mechanics</b> Value = 10 %	Writing is well-organized, logically presented, and grammatically correct	Writing is adequate in regard to organization, logical presentation, and grammatical correctness	Writing is inadequate in regard to organization, logical presentation, and grammatical correctness

Comments:

*APPENDIX C*  
*BEST PRACTICE REVIEW FORM*

Name: \_\_\_\_\_

Reference list (APA style - 5<sup>th</sup> Edition). List all four references here.

Next, create a table providing the following information. Be sure to add name references to each entry in the table so that each author is credited with his or her contribution to the best practice.

Describe the problems this practice is used to address	Describe the practice (note any additions or deletions made by a particular author)	Identify indicators that the practice is effective (one from each article)	Identify ways in which the practice can be applied in different settings