



**Department of Special Education
College of Education
Florida Atlantic University**

Semester: Summer 2024

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Class Days: Wednesday 5:00-7:50 pm. Online Live Lecture

Online Office Hours: Wednesdays 1:00-4:00 pm or by Appointment

COURSE NUMBER

EEX 6602 CRN 10675

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 students pursuing the BCBA certification as well as teachers in applying behavior analytic techniques, manage crisis situations, and functionally assess problem behaviors. Ethical issues will be considered as will counseling skills for teachers working with behavioral disorders or problems in schools.

PREREQUISITE

EEX 5612 *with a grade of "B" or higher*; admission in Special Education graduate degree program or a closely related major OR permission from instructor.

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 TEXT

Martin, G. & Pear, J. (2024). *Behavior Modification: What It Is and How To Do It*, 12th ed. Routledge. ISBN-978-1-032-23315-4 (paperback book) or ISBN-978-1-003-27672-2 (e-book)

REQUIRED READINGS

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020) *Applied behavior analysis (3rd Ed.)* Hoboken, NJ: Pearson. (Note: Students will have this book already from having taken EEX 5612, a prerequisite.)

TECHNOLOGY

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Canvas in a variety of ways. These include, but are not limited to, quizzes, discussion responses, and accessing class materials. If you are not familiar with Canvas or have never experienced the learning process of a distance learning course, it is strongly encouraged you to review the materials in the Course Orientation folder prior to entering the first class. We have academic support specific for our online learners! Peruse through [our website](#) to see available resources!

For specific questions email: eSuccess@fau.edu

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

Canvas: This course is web assisted through FAU Canvas site. Syllabus, PowerPoint slides, assignments, notes, videos, some handouts, forms, quizzes and other resources are available on the website. To access Canvas, please go to the website at: <http://canvas.fau.edu> (Do not type www). Your username is the same as your FAUNet ID. Your password for canvas is your FAU email password. If you need to set up a new password for canvas, your initial password is your PIN (for students this is 2 zeros followed by your 2-digit DAY of birth and 2-digit YEAR of birth).

Course Delivery Mode

This is a fully online Live Lecture course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments for this course. If you do not know your FAU ID or Password click the following link for help.
<http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly modules with dates provided for each module. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each class day the instructor will open a new module to access the reading materials, PowerPoints, other materials relevant to the week's topics, and your assignments will be listed within the module.

Computer Requirements

- Operating System
 - A computer that can run Mac OSX or Win XP or higher
- Peripherals
 - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.

- Software
 - Please visit the <http://canvas.fau.edu> located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
 - Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Canvas Collaborate sessions.

Required Technical Skills

To be successful in this course you should be familiar with and be able to execute the following technological skills:

- *Creating and posting to a discussion board, blog, or Wiki*
- *Taking a test through Canvas*
- *Attaching documents*
- *Copy and paste functions*
- *Microsoft Office tools: Word, PowerPoint, Excel*
- *Searching the FAU library and websites*

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

- *CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)*
- *State of Florida Certification Standards for Exceptional Student Education (ESE)*
- *Florida Educator Accomplished Practices (EAP)*
- *Florida Subject Area Competencies ESOL (ESOL)*

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 D1:S1.1.a, D1:S1.1.d) (EAP a.2.b)
2. Describe and apply the principles that serve as the foundation for behavior support. (CEC 5S10-11, bd1K5, bd7K1) (ESOL D1:S1.1.a) (BACB Task List: G-1 thru G-22)
3. Identify and use evidence-based criteria for examining empirically-validated interventions. (BACB Task List: H-1 thru H-9)
4. When presented with a problem behavior, select and implement functional behavior assessment techniques (BACB Task List: H-1 thru H-9)

5. When presented with a serious classroom behavior problem, select an effective and culturally appropriate behavioral 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 D1:S1.1.a) (EAP a.2.b, a.2.d) (BACB Task List: G-1 thru G-22; H-1 thru H-9)
6. Describe and apply an array of procedural safeguards applicable to a range of child problem situations that may warrant active intervention. (CEC cc5S16) (ESOL D1:S1.1.f, D3:S3.1.c)
7. Demonstrate the ability to use basic and culturally appropriate crisis de-escalation, prevention, and management techniques. (CEC5S13-13, bd4S2) (ESOL D1:S1.1.a)
8. Describe emerging views of classroom discipline and explain the components of personal beliefs, values, and personal system of discipline. (CEC cc1S1, cc9K1, cc9S11) (ESOL D1:S1.1.a)
9. 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 Task List: H-6 thru H-9)

COURSE CONTENT

- Defining, Measuring, and Recording Behavior
- Positive Reinforcement
- Conditioned Reinforcement
- Operant Extinction
- Shaping, Fading, Chaining
- Stimulus Generalization
- Differential Reinforcement Procedures
- Decrease behavior with punishment
- Generality of Behavior Change
- Antecedent Control: Rules, Modeling, and Motivation
- Evaluating Behavioral Program
- Token Economies

COURSE REQUIREMENTS

1. Every week there will be weekly assignments (5%), weekly discussions (5%), and weekly live lectures (10%).
2. **Development of Behavior Intervention Plan: Case Study**
The student will develop and 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.

See **Appendix A** for grading rubric.

OBJ. 3 - 5, 9

2. Quizzes

There will be weekly quizzes throughout this term (starting in Week 2). These quizzes will cover the information from the assigned readings from the textbook, PowerPoints, lecture discussions, and other materials posted for the course. There will be a total of 20 multiple-choice questions per quiz with a time limit of 20 minutes.

Quizzes will be available for the assigned week on Wednesdays and will close at 11:59 PM on Saturday. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances. You will only be provided access to the quiz once.

OBJ. 3 - 5, 9

3. Case Studies

Students will be responsible for completing two case studies. Students will respond to the presented cases by describing behavior analytic approaches used to develop and implement the intervention. The components of the interventions are based on the case study information provided in the cases and the ABC data collection sheet.

See **Appendix B** for grading rubric.

OBJ. 3 - 5

4. Controversial Intervention Paper (4-6 pages)

Students will choose a controversial behavioral intervention as the topic of this paper. In this paper, the student will include the following:

- What is the intervention, how is it implemented, when it is implemented, and who is responsible?
- Description of intervention for implementation

- **Intervention Rationale:** (What are the supposed benefits of this intervention? What is its effectiveness? Is there sufficient evidence backing its effectiveness?)
- **Intervention Risks:** (What are the risks involved with this intervention? etc.)
- **Student Reflection:** (What are your personal thoughts on the intervention? Would you consider implementing this intervention? Why or why not?)

There must be at least 4 peer-reviewed references for this paper and the final submission is required to be in APA 7th Ed formatting and styling. **Use the above subheadings to write your paper. Your paper is expected to be 4-6 pages in length (not including the title page and the reference pages).**

For the controversial intervention paper, select a topic that is the opposite of an approved intervention or therapy that are used in classroom or with clients is what we call a controversial intervention. For example, some people promote unproven sometimes dangerous diets to help children with autism and call it a game changer. That is a controversial topic. More suggested topics will be reviewed during class lectures. Lastly, students will present their controversial intervention paper and findings during Week 5.

See **Appendix C** for grading rubric.

OBJ. 3

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

Department of Special Education (DSE) 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 DSE program. The DSE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODS

Methods of instruction include online live lecture, postings, discussions, modeling, guided practice, group activities, cooperative learning, 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

Group	Weight
Weekly Assignments	5%
Weekly Discussions	5%
Weekly Live Lectures	10%
Behavior Intervention Plan: Case Study 3	30%
17 Quizzes	10%
Case Studies 1 and 2	20%
Controversial Intervention Paper	20%
TOTAL	<u>100%</u>

GRADING (DSE 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.
 1. Learners must satisfy the course requirements during the time-span of the course.
 2. Attendance is mandatory. Online, live lecture, class starts on every Wednesday at 5:00 pm. Your weekly readings, case studies, and other weekly work will serve as your attendance.
 3. All assignments will be accepted no later than the due date and time indicated on the syllabus.
 4. Any changes regarding the syllabus are left to the discretion of the instructor.
 5. A minimum grade of B (not B-) is required for the course to be included in a Master's program.
 6. Students should read weekly assigned materials for chapters on Canvas and complete weekly assignments.
 7. All **written assignments** must be typed, double-spaced with the name and number of the assignment.

8. Feedback and grades for assignments will be posted in Grade Book a week after submission. Students will be notified should there be a change in dates.
9. Due dates for assignments are provided in the course schedule and will be enforced.
10. If due dates are missed, the assignment prompt will not be available on Canvas. You will have to contact the instructor to get the assignment prompt via email. It becomes late assignment submission and you will **lose 30% of the points** for completing the assignment outside of Canvas. Never miss your assignment due dates. If you have to miss the due date due to emergencies, you must contact the professor via email with a proof as soon as you can to work it out.

Disability Policy Statement: In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) – Boca Raton, SU 133 (561-297-3880), Davie, LA 203 (954-236-1222) and Jupiter, SR 110 (561-799-8585) – and follow all SAS procedures. For more information, please visit the SAS website at www.fau.edu/sas.

Code of Academic Integrity Policy Statement: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 University Regulation 4.001.

Plagiarism is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Religious Accommodation Policy Statement: In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments (remember assignment due dates are made known to you in January. So, submit your assignments in advance). For further information, please see Academic Policies and Regulations.

University Approved Absence Policy Statement: In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and

theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Incomplete Grade Policy Statement: A student who is passing a course, but has not completed all work due to exceptional circumstances, may, with consent of the instructor, temporarily receive a grade of incomplete ("I"). The assignment of the "I" grade is at the discretion of the instructor, but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. However, the College of Education policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Drops/Withdrawals: You are responsible for completing the process of dropping or withdrawing from a course. Please click on the following link for more information on dropping and/or withdrawing from a course. Please consult the [FAU Registrar Office](#) for more information.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. You can also contact eLearning Success at eSuccess@fau.edu or 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - 1 Select "Canvas (Student)" for the Ticket Type.
 - 2 Input the Course ID.
 - 3 In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - 4 Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).

5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

ATTENDANCE:

Online Attendance Policy

Since the course is delivered online live lecture, you are expected to attend every class and access the course material **at least five times per week** to ensure you do not miss pertinent postings, messages, or announcements. It is imperative that you meet course deadlines and stay active in discussion boards, course activities, etc. If you are experiencing major illnesses, or other large-scale issues, contact the instructor immediately to formulate a resolution.

Assignment Feedback Policy

- **Feedback will be provided to all submitted assignments within one week of the submission date.** Some assignments may require a longer review period, which will be communicated to you by your instructor.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	eSuccess@fau.edu http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/our
Office for Students with Disabilities Website:	http://osd.fau.edu/
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

Counseling and Psychological Services (CAPS) Center: Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to www.fau.edu/counseling

BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

- Charles, C.M. (1999). *Building classroom discipline* (6th ed.). New York: Addison Wesley Longman.
- Cipani, E. (1998). *Classroom management for all teachers*. Merrill, Columbus, Ohio
- Cooper, J.O., Heron, T.E. & Heward, W.L. (2020). *Applied behavior analysis*. (3rd Ed.) Columbus, OH: Merrill/Prentice Hall.
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- Iwata, B.A., Vollmer, T. R., & Zarcone, J. R. (1990). *The experimental (functional) analysis of behavior disorders: Methodology, applications, and limitations*. Sycamore, IL: Sycamore Publishing.
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- Rhode, G., Jenson, W.R., & Reavis, H.K. (1993). *The touch kid book: Practical classroom management strategies*. Sopris West: Longmont, Co.
- Scheuermann, B. K. & Hall, J. H. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Thomas R. H., & Iwata, B. A. (2007). A comparison of outcomes from descriptive and functional analyses of problem behavior. *Journal of Applied Behavior Analysis*, 40, 33-338.
- Walker, H. M., Colvin, G., & Ramsey E. (1995). *Anti-social behavior in school: Strategies and Best Practices*. Brooks/Cole Publishing Company: Albany.
- Walker, J. E., & Shea, T. M. (1995). *Behavior management: A practical approach for educators* (6th ed.). Merrill, Columbus, Ohio.

Supplemental Readings

- Blair, K.C., Umbreit, J., & Bos, C. (1999). Using functional assessment and children's preferences to improve the behavior of young children with behavioral disorders. *Behavioral Disorders*, 24, 155-166.
- Carr, Nosik, M. R., & Luke, M. M. (2018). On the use of the term "frequency" in applied behavior analysis. *Journal of Applied Behavior Analysis*, 51(2), 436–439.
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- DeRiso, & Ludwig, T. D. (2012). An investigation of response generalization across cleaning and restocking behaviors in the context of performance feedback. *Journal of Organizational Behavior Management*, 32(2), 140–151. <https://doi.org/10.1080/01608061.2012.676500>
(Links to an external site.)

- Dogan, King, M. L., Fischetti, A. T., Lake, C. M., Mathews, T. L., & Warzak, W. J. (2017). Parent-implemented behavioral skills training of social skills. *Journal of Applied Behavior Analysis*, 50(4), 805–818. <https://doi.org/10.1002/jaba.411>
- Gunter, P.L., Denny, R.K. (1996). Research issues and needs regarding teacher use of classroom management strategies. *Behavioral Disorders*, 22, 15-20.
- Kestner, Romano, L. M., St. Peter, C. C., & Mesches, G. A. (2018). Resurgence Following Response Cost in a Human-Operant Procedure. *The Psychological Record*, 68(1), 81–87. <https://doi.org/10.1007/s40732-018-0270-7>
- Lerman, D. C., & Iwata, B. A. (1995). Prevalence of the extinction burst and its attenuation during treatment. *Journal of applied behavior analysis*, 28(1), 93–94. <https://doi.org/10.1901/jaba.1995.28-93>
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- Johnson, L.J., & Pugach, M.C. (1991). Peer collaboration: accommodating students with mild learning and behavior problems. *Exceptional Children*, 5, 454-461.
- Leone, P.E., Luttig, P.G., Zlotlow, S., & George, N.L. (1990). Understanding the social ecology of classrooms for adolescents with behavioral disorders: A preliminary study of differences in perceived environments. *Behavioral Disorders*, 16, 55-65.
- Mastropieri, M.A., Jenne, T. & Scruggs, T.E. (1992). A level system for managing problem behaviors in a high school resource program. *Behavioral Disorders*, 13, 202-208.
- McIntyre, T. (1993). Behaviorally disordered Youth in correctional settings: prevalence, programming, and teacher training. *Behavioral Disorders*, 18, 167-176.
- Meadows, N., Neel, R.S., Parker, G., & Timo, K. (1991). A validation of social skills for students with behavioral disorders. *Behavioral Disorders*, 16, 200-210.
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- Walker, H. (1993). Anti-social behavior in school. *The Journal of Emotional & Behavioral Disorders, 2*, 20-24

TENTATIVE COURSE SCHEDULE
(Online lecture starts every Wednesday at 5:00pm)
Dates, assignments, and topics are subject to change.

Session	Readings due before class	Topics	Assignments due by Saturday except on last class
Week 1 5/15/24 To 5/21/24	Martin & Pear Chapters 3 & 6 Distinction between the terms frequency and rate in behavior modification	<ul style="list-style-type: none"> ○ Review of syllabus ○ Defining, Measuring, and Recording Target Behavior ○ Increasing Behavior with Positive Reinforcement ○ Increasing Behavior with Conditioned Reinforcement ○ Decreasing a Behavior with Operant Conditioning 	<ul style="list-style-type: none"> ○ Discussion Board ○ Ch. 3 and 6 - Review Questions
Week 2 5/22/24 To 5/28/24	Martin & Pear Chapters 7 & 8 Summarize and provide key points on extinction burst	<ul style="list-style-type: none"> ○ Class discussion for students to elaborate on scenarios seen in the school or community setting. ○ Brainstorm Activity: Students will develop possible case examples using time-based reinforcement. ○ Group Presentation: Students will select a group topic from below: <p>Group 1 Topic: Discuss the differences between conditioned reinforcers, unconditioned reinforcers, generalized conditioned reinforcers, backup reinforcers, and token reinforcers. (Chapter 7)</p> <p>Group 2 Topic: Describe factors that influence the effectiveness of conditioned reinforcement in behavior modification programs. (Chapter 7)</p> <p>Group 3 Topic: Describe factors that influences the effectiveness of operant extinction. (Chapter 8)</p> <p>Group 4 Topic: Explain how individuals who are not aware of operant extinction are apt to apply it unknowingly to the behavior of friends, acquaintances, family, and</p> <ul style="list-style-type: none"> ○ others. (Chapter 8) 	<ul style="list-style-type: none"> ○ Ch. 3 and 6 - Online Quizzes ○ Discussion Board ○ Ch. 7 and 8 - Review Questions

Session	Readings due before class	Topics	Assignments due by Saturday except on last class
Week 3 5/29/24 to 6/4/24	Martin & Pear Chapters 9 and 11 Utilizing topography shaping	<ul style="list-style-type: none"> ○ Getting a New Behavior to Occur with Shaping ○ Responding to the Right Time and Place: Operant Stimulus Discrimination and Stimulus 	<ul style="list-style-type: none"> ○ Ch. 7 and 8 Online Quizzes ○ Discussion Board ○ Case Study #1 Due
Week 4 6/5/24 to 6/11/24	Martin & Pear Chapters 12 and 13 Script-fading procedures	<ul style="list-style-type: none"> ○ Changing the Stimulus Control of a Behavior with Fading ○ Getting a New Sequence of Behaviors to Occur with Behavior Chaining 	<ul style="list-style-type: none"> ● Ch. 9 and 11 Online Quizzes ● Discussion Board ● Controversial Interventions Paper Due
Week 5 6/12/24 To 6/18/24	Martin & Pear Chapters 14 & 15 Identifying the SDs that control the desirable behavior	<ul style="list-style-type: none"> ○ Transferring Behavior to New Settings and Making It Last: Programming of Generality of Behavior Change ○ Antecedent Control: Rules and Goals ○ Controversial Paper Presentations 	<ul style="list-style-type: none"> ○ Ch. 12 and 13 - Online Quizzes ○ Discussion Board ○ Ch. 14 and 15 - Review Questions ○ Controversial Interventions Paper Presentations
Week 6 6/19/24 to 6/25/25	Martin & Pear Chapters 18 & 19 Generality of Behavior Change, Generalization, Maintenance	<ul style="list-style-type: none"> ○ Class discussion for students to elaborate on scenarios seen in the school or community setting. ○ Brainstorm Activity: Students will develop possible case events on programming generality for various age groups of individuals with ASD. ○ Group Presentation: Students will select a group topic from below: <p>Group 1 Topic: Summarize guidelines for programming generality of behavior change (Chapter 18)</p> <p>Group 2 Topic: Explain how generality can work to the disadvantages of those who are ignorant of it. (Chapter 18)</p>	<ul style="list-style-type: none"> ○ Ch. 14 and 15 - Online Quizzes ○ Discussion Board ○ Ch. 18 and 19 - Review Questions

Session	Readings due before class	Topics	Assignments due by Saturday except on last class
		<p>Group 3 Topic: Discuss how goals capitalize on rule-governed behavior. (Chapter 19)</p> <p>Group 4 Topic: Summarize strategies for effectively using a goal setting to</p> <ul style="list-style-type: none"> ○ influence behavior (Chapter 19) 	
Week 7 6/26/24 to 7/2/24	Martin & Pear Chapter 20 Modeling	<ul style="list-style-type: none"> ○ Antecedent Control: Modeling, Physical Guidance, and Situational Inducement 	<ul style="list-style-type: none"> ○ Ch. 18 and 19- Online Quiz ○ Discussion Board ○ Case Study #2 Due
Week 8 7/3/24 to 7/9/24	Martin & Pear Chapter 21 Motivation	<ul style="list-style-type: none"> ○ Antecedent Control: Motivation 	<ul style="list-style-type: none"> ○ Ch. 20- Online Quiz ○ Discussion Board ○ Review Questions
Week 9 7/10/24 to 7/16/24	Martin & Pear Chapter 23	<ul style="list-style-type: none"> ○ Planning, Applying, and Evaluating a Behavioral Program 	<ul style="list-style-type: none"> ○ Ch. 21- Online Quiz ○ No Discussion Board ○ Review Questions
Week 10 7/17/24 to 7/23/24	Martin & Pear Chapter 24 Token Economies	<ul style="list-style-type: none"> ○ Token Economies ○ Class discussion for students to elaborate on scenarios seen in the school or community setting. ○ Brainstorm Activity: Students will discuss the uses of token economy, criticism, how token economies may be organized, etc. ○ Group Presentation: Students will select a group topic from below: <p>Group 1 Topic: Design a short token economy intervention for a first grader throughout the school day.</p> <p>Group 2 Topic: Discuss the ethical considerations in the design and</p>	<ul style="list-style-type: none"> ○ Ch. 23- Online Quiz ○ Discussion Board ○ Review Questions

Session	Readings due before class	Topics	Assignments due by Saturday except on last class
		<p>management of token economies.</p> <p>Group 3 Topic: Outline steps for setting up and managing a token economy.</p> <p>Group 4 Topic: Summarize steps to gradually withdraw a token economy in order to program generality to the natural environment.</p>	
<p>Week 11</p> <p>7/24/24 to 7/30/24</p>	<p>Martin & Pear Chapter 24</p> <p>Discussion topics Discrete Trail Training (DTT) and Precision Teaching (PT)</p>	<ul style="list-style-type: none"> Class discussion for students to elaborate on scenarios seen in the school or community setting. Brainstorm Activity: Students will create a chart with the following components during lecture as a resource for DTT and PT: definition, overview, usage, procedures, effectiveness, and criticisms. Group Presentation: Students will select a group topic from below: <p>Group 1 Topic: How can you determine is DTT is right for the learner?</p> <p>Group 2 Topic: What are ethical considerations to keep in mind when choosing DTT?</p> <p>Group 3 Topic: How does charting and graphing play a vital role in PT?</p> <p>Group 4 Topic: What are the benefits and limitation of using PT?</p>	<ul style="list-style-type: none"> Ch. 24- Online Quiz Discussion Board
<p>Week 12</p> <p>7/31/24 to 8/3/24</p>	Student Presentations	Behavior Intervention Case Study	<ul style="list-style-type: none"> Behavior Intervention Plan Case Study Presentations

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 (6th ed.) 2009. 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 non-aversive 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.

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1:S1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

D1:S1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

D1:S1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

D1:S1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system

a.2.d. Quality of Instruction: Learning Environment: Respects students' cultural, linguistic, and family background

APPENDIX A
Rubric for Behavior Intervention Plan: A Case Study

Criteria	Exemplary	Satisfactory	Emerging	Unsatisfactory
Summary of a Case	A thorough case is presented with detailed background information of a student that includes seven components (10 points).	A thorough case is presented with most of the background information of a student that includes most of the components (8 points).	A thorough case is presented with some of the background information of a student that includes some of the components (6 points).	A thorough case is presented with few of the background information of a student that includes few components (0 points).
Completed ABC Form	ABC form has all components including data collection, antecedent, behavior, consequences, and notes (5 points).	ABC form has most of the components including data collection, antecedent, behavior, consequences, and notes (3 points).	ABC form has some of the components including data collection, antecedent, behavior, consequences, and notes (2 points).	ABC form has few of the components including data collection, antecedent, behavior, consequences, and notes (0 points).
Narrative Explanation of FBA	Clearly identifies target behavior(s) TB, identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a clear hypothesis statement (10 points).	Mostly identifies target behavior(s) TB, identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a good hypothesis statement. (8 points).	Somewhat identifies target behavior(s) TB, identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a fair hypothesis statement (6 points).	Identifies target behavior(s) TB, identifies contextual influences, provides poor reasons for the TB, frequent triggers, function of the behavior, and has poor hypothesis statement (0 points).
Behavior Intervention Plan	Clearly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Clearly identifies classroom management changes, identifies specific interventions with timelines (10 points).	Mostly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Mostly identifies classroom management changes, identifies good interventions with timelines (8 points).	Somewhat identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Somewhat identifies classroom management changes, identifies fair interventions with timelines (6 points).	Poorly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Poorly identifies classroom management changes, identifies vague interventions with timelines (0 points).
Identification of main issues or problems	Identifies and understands all the main issues in the case study (5 points).	Identifies and understands most of the main issues in the case study (3 points).	Identifies and understands some of the main issues in the case study (2 points).	Identifies and understands few of the main issues in the case study (0 points).

APPENDIX B
Rubric for Case Study

Criteria	Exemplary	Satisfactory	Emerging	Unsatisfactory
Narrative Explanation of FBA	Clearly identifies target behavior(s) (TB), identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a clear hypothesis statement (4 points).	Mostly identifies target behavior(s) (TB), identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a good hypothesis statement. (3 points).	Somewhat identifies target behavior(s) (TB), identifies contextual influences, provides reasons for the TB, frequent triggers, function of the behavior, and has a fair hypothesis statement (2 points).	Identifies target behavior(s) (TB), identifies contextual influences, provides poor reasons for the TB, frequent triggers, function of the behavior, and has a poor hypothesis statement (0 points).
Behavior Intervention Plan	Clearly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Clearly identifies classroom management changes, identifies specific interventions with timelines (4 points).	Mostly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Mostly identifies classroom management changes, identifies good interventions with timelines (3 points).	Somewhat identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Somewhat identifies classroom management changes, identifies fair interventions with timelines (2 points).	Poorly identifies FAB findings and comes up with a desired behavior to decrease, eliminate, or increase the TB with a rational. Poorly identifies classroom management changes, identifies vague interventions with timelines (0 points).
Identification of main issues or problems	Identifies and understands all the main issues in the case study (2 points).	Identifies and understands most of the main issues in the case study (1 points).	Identifies and understands some of the main issues in the case study (.5 points).	Identifies and understands few of the main issues in the case study (0 points).

APPENDIX C
Rubric for Controversial Intervention Paper

Criteria	Exemplary	Good	Acceptable	Unacceptable
Topic Focus and Purpose	The writer's topic selection, focus, central purpose, and argument are readily apparent to the reader (5 points)	The writing has a clear topic selection, purpose, focus and argument, but may sometimes digress from it (3 points)	The topic & purpose arguments are not consistently clear throughout the paper (2 points).	The topic & purpose arguments are generally unclear (0 points).
Content	Balanced presentation of relevant and legitimate information that supports the controversial topic by clearly <u>Describing the intervention</u> , <u>Intervention Rationale</u> , <u>Intervention Risks</u> , and <u>Student Reflection</u> . The argument shows a thoughtful, in-depth analysis of a chosen topic. Reader gains important insights (10 points).	Information provides reasonable support for the topic and clearly <u>Describes the intervention</u> , <u>Intervention Rationale</u> , <u>Intervention Risks</u> , and <u>Student Reflection</u> . The argument displays evidence of a basic analysis of the topic. Reader gains some insights (8 points).	Information supports a central purpose or argument at times. Analysis is basic or general. Reader gains a few insights (6 points).	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed (0 points).
Organization	The ideas are arranged logically to support the purpose of the topic. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning (8 points).	The ideas are arranged logically to support the purpose of the topic. They are clearly linked to each other. For the most part, the reader can follow the line of reasoning (6 points).	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the writer intends (4 points).	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest (0 points).
APA Format	APA format is used accurately and consistently in the paper and on the "References" page (4 points).	APA format is used with minor errors (2 points).	There are frequent errors in APA format (1 point).	Format of the document is not recognizable as APA.
Spelling and Grammar	The writing is free of errors. No spelling & or grammar mistakes (3 points).	The writing is free or almost free of errors. One or two spelling & or grammar mistakes (2 points).	The writing has many errors in spelling & grammar and the reader is distracted by them (1 point).	There are so many errors that meaning is obscured. The reader is confused and stops reading (0 points).