The University of Texas at El Paso, Educational Psychology and Special Services
Summer 2022, SPED 5352: **Applied Behavioral Principles CRN 36486**
Meeting Times: Online and TBD

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Contact Protocol: Email for all requests that require a response within 24 hours, text if help is needed immediately. Please identify yourself in your message if you are contacting me via text message for the first time (e.g., "This is Fredericka from SPED 5352. . .").

Course Description
This course is designed to provide students with the skills and background knowledge to effectively work with children aged 0-8 in the area of behavior change. The course has a behavioral focus with a grounding in applied behavioral analysis. Because the age of the targeted student group falls in the "early childhood" range, we will also do a survey of theories of child development and learning theory to help us understand the impact these have on child behavior, and behavior change techniques. The ultimate goal of the course is to produce a behavior change project using a functional assessment-based intervention (FABI). This will be comprised of a functional behavior assessment (FBA) and a behavior intervention plan (BIP).

Required Text (available at the UTEP bookstore):
Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2007). *Functional Behavioral Assessment and Function-Based Intervention: An effective, practical approach.* Pearson.
ISBN-13: 9780131149892
All other readings will be hosted on Blackboard

Course Goals and Activities:
- After completing this course, you should be able to:
- Integrate your understanding of child development to decide when and how to intervene in child behavior;
- Create behavioral definitions that are operationalized and positively stated;
- Explain the role of context and environment in prompting or discouraging the appearance of behavior;
- Apply Albert Bandura's Social Learning Theory to decide which behaviors are "teachable" to children of interest;
- Use the Stages of Learning (Haring et al., 1978) hierarchy to determine learning and behavioral targets for teaching new skills;
- Know the difference between a performance deficit and a skills deficit;
- Explain schedules of behavior;
- Describe types of reinforcement and punishment;
- Explain extinction;
- Collect and measure behavior of a child using an appropriate measurement system;
- Explain the role of antecedents and consequences to the analysis of human behavior;
- Understand and describe multi-tiered models of behavior support;

- Design and test a functional assessment of behavior; and
- Design a functional-assessment based intervention plan as part of a multi-tiered model of support and make adjustments to that intervention based on its success or failure in meeting its goal trajectory.

<p style="text-align:center;">**Course Requirements: Policies and Procedures**</p>

This course covers issues and trends related to education and behavior in classrooms, other educational settings, and other contexts. Emphasis is placed on applying information about how to apply research-validated behavioral principles to respond to children aged 0-8 within the context of most classroom-based learning experiences. The course will cover theories of child development, procedures for preparing behavioral objectives, graphing data, developing and testing hypotheses of function in behavior, arranging consequences to increase and decrease behavior, and adjusting settings and contexts to prompt appropriate behavioral trajectories. The course is organized to prepare teachers and clinicians who will work in multicultural general and special education settings with young children who do and do not have disabilities. Culturally responsive approaches to each stage of behavior intervention in multicultural education settings will also be addressed.

<p style="text-align:center;">**IMPORTANT POLICIES AND PROCEDURES RELATED TO CONDUCT, ACADEMIC HONESTY, AND REASONABLE ACCOMMODATIONS**</p>

Professional Conduct and Behavior: Standards for online behavioral expectations in this class will be reviewed during Module A, but it is expected that students will follow practices to maintain a respectful and tolerant online community. **Please observe commonly-established standards of "netiquette" – web-based etiquette. Our course uses guidelines excerpted from** https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html This class may involve discussions about theories and research which may challenge some existing belief systems. To encourage open discussion, an atmosphere of tolerance and compassion must be maintained in any online setting. To that end, if you disagree with a viewpoint expressed by another class member, you are asked to find a way to express your disagreement with civility and kindness. Similarly, if you have feedback for the instructor on your experience in the class, please let her know or make an appointment to discuss your concerns.

Academic Honesty: All work submitted should represent your original words or ideas. If any words or ideas are used that are not your own, **proper citations** should be used to indicate other sources you have consulted. Academic dishonesty may include, but is not limited to, cheating, plagiarism, submission of work created in whole or in part by another person without proper citations, failure to complete work as a group member without advising the instructor of this failure, and taking an examination or writing a paper for another person. Cases of suspected academic dishonesty will be referred to the appropriate administrative authority. Proven violations may result in sanctions ranging from a failing grade on the assignment in question, failure of the course, to suspension or dismissal from school. Please consult the Handbook of Operating Procedures available through the Office of the Dean of Students for further information.

Students with Disabilities: If you have, or believe you may have, a disability, you may wish to self-identify to this instructor. For academic or other accommodations to be put in place, you must have your disability documented through the UTEP Center for Accommodations and Special Services (CASShttp://sa.utep.edu/cass/) located in the Student Union, and online at http://sa.utep.edu/cass/. Students with disabilities who need modifications for this course must notify the instructor by 7/15/22.

ONLINE LEARNING
We use online course content to achieve all the learning objectives in the course. This course is self-paced in that you can go as quickly as you need to in order to finish all the content, but it is also deadline-based in that **you'll need to finish each module by the deadlines specified to get full credit** (see "Late Assignments" below). **Dates are posted on Blackboard and in the Course Calendar.** We will be meeting online (live) at least weekly to keep everyone up to date with learning and understanding.

REQUIREMENTS

- ☐ A reliable internet connection is required (daily access to the internet is required).
- ☐ Access to a computer with an internet browser which can effectively run Blackboard is required.
- ☐ The textbook is required.
- ☐ Use of Microsoft Word is required.
- ☐ **Access to observe a child aged 0-8 is required.** *Due to current restrictions, we will discuss adjustments to normal operating procedure if you don't currently live with a child within this age range. Adults whose behavior resembles that of a child in this age range do not count, sadly, for this requirement.*
- ☐ Timely submission of assignments is required.
- ☐ Attendance of online class sessions via Zoom Meetings is required.

Attendance and Participation: Because this class is primarily held online, it's easy to forget it's actually happening. However, we will have weekly meetings online via Zoom, and your attendance will be required during these meetings. Additionally, online "attendance," in the form of reading all the module content and completing module activities on time (or earlier, if you like) is mandatory. I measure this by looking at your user data online and by noting the time in which assignments are submitted.

Each content module includes the following:
Open and Close Dates: Modules "close" at 11:59^{pm} on the date specified, but I typically work during normal business hours, so expect a response from me during the day even if you posted at night. To be considered "on time," you must submit all module assignments by the close of the module.

Graded Assignments and Quizzes
Each module contains assignments and quizzes which have a certain point value. There are a total of **300** points which are earned through online quizzes and assignments, which include:

Activities, Graded Assignments, and Quizzes (various, total of 200 points): Each module includes specific activities. These are designed to help you integrate your content knowledge and interact with your fellow students. Guidelines for each of these are found in Blackboard in the corresponding subfolders or in the assignment itself.

Behavior Change (FABI) Project (100 points): This functional assessment-based intervention (FABI) is the most important portion of this course, and a project that will use all the skills we have practiced thus far. For this project, you will:
1. Identify a behavior cycle in observable and measurable terms from initial onset to final behavior;
2. Develop a design and method for collecting data of a child's behavior cycle, antecedent events, and consequence events;
3. Prepare a detailed analysis of data including hypothesis statements that address the antecedent events and consequence events associated with the behavior, as well as a statement regarding the probable function of behavior;
4. Develop a behavior intervention plan (BIP) that addresses antecedent manipulations, the teacher of replacement behaviors, and the alignment of consequence interventions according to the function of the behavior, and
5. Report to the class your progress to date on the steps of the FBA and the BIP.
You will present your project results during our last class sessions which will be set during some time between August 15th and August 21st, 2022.

Due dates for ALL Activities are in the Course Calendar on Blackboard.

GRADING POLICIES:
Grading Scale: Grades are assigned based on the number of points earned toward the total possible points in the class, which is **300 points.** The grading scale is as follows:

To get an A, you need to get 90-100% of all total points (270-300 points)
To get a B, you need to get 80-89% of all total points (240-269 points)
To get a C, you need to get 70-79% of all total points (210-239 points)
To get a D, you need to get 60-69% of all total points (180-209 points)
If you get 59% (179 points) or fewer of all total points, you will get an F in the class.

Re-submissions: Written work can be re-submitted within a week after it is returned, as long as the student earned a grade of C (70% of total points) or lower on their written work. No re-submissions will be accepted after June 27th.

Late Work: Late work can be submitted but will not be eligible for re-submission. You may also fall behind in modules so even if you have to submit an assignment late, keep up with your work in each module and **plan carefully.** No late submissions will be accepted after August 21st unless you have an agreement with the instructor.

BONUS: If you attend all class meetings, submit all your assignments and quizzes on time, you can raise your two lowest scores to perfect scores.

Specification of Course Objectives/Student Learning Outcomes.
Goals and Learning Outcomes for the Course are listed after this page and are taken from the Council for Exceptional Children (CEC) and the State Board of Educator Certification (SBEC). The CEC Goals and numbers are listed below, and the corresponding numbers for SBEC Standards follow in parentheses.

In this course, students will:

Goal 1: *Gain an understanding of educational environments and systematic instruction in special education related to learners in special education, including those learners from culturally and linguistically diverse (CLD) backgrounds, and especially those learners with emotional/behavioral disorders.*

G1-1: Understand the theory of reinforcement techniques in serving individuals with emotional/behavioral disorders. GC1K9

G1-2: Know about the various model programs that have been effective for individuals with emotional/behavioral disorders across the age range. BD7S1

G1-3: Know the advantages and limitations of instructional strategies and practices for teaching students with emotional/behavioral disorders. BD4K2

Goal 2: *Develop an understanding of the basic concepts and terms related to behavior management.*

G2-1: Understand the models and theories of deviance and behavior problems. GC1K2 (4.7K)

G2-2: Understand models that describe deviance BD1K2

G2-3: Understand principles of normalization and the concept of least restrictive environment for individuals with emotional/behavioral disorders. BD1K6

Goal 3: *Develop the ability to measure behavior using a variety of data collection methods.*

G3-1: Know about the various methods that can be used to collect behavioral data.

G3-2: Know when to use the various behavioral data collection methods.

G3-3: Know how to use the various data collection methods for gathering information about behavior.

G3-4: Be able to graph data related to behavior.

Goal 4: *Develop the ability to use a variety of tools to assess and manage behavior.*

G4-1: Use task analysis. CC7S4

G4-2: Use data collection methods to gather information about behavior.

G4-3: Be able to conduct a Functional Behavioral Assessment (FBA).

G4-4: Assess appropriate and problematic social behaviors of individuals with emotional/behavioral disorders. BD8S2

G4-5: Prepare assessment reports on individuals with emotional/behavioral disorders based on behavioral-ecological information. BD8S1

G4-6: Know and use specialized terminology used in the assessment of individuals with disabilities. GC8K1

Goal 5: *Be able to teach a behavior to students with exceptional learning needs.*

G5-1: Understand the laws, policies, and ethical principles regarding behavior and behavior management.

G5-2: Understand the etiology and diagnosis related to various theoretical approaches in the field of emotional/behavioral disorders. BD2K2

G5-3: Know how to modify the pace of instruction and provide organizational cues.

G5-4: Integrate academic instruction, affective education, and behavior management for individuals and groups with emotional/behavioral disorders. BD75S2

G5-5: Write a behavioral objective.

Goal 6: *Recognize factors that may lead to problem behavior in the classroom and demonstrate an understanding of practices that can be used to prevent problem behavior.*

G6-1: Locate sources of specialized materials for individuals with emotional/behavioral disorders BD4K1

G6-2: Understand teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. CC5K4 (7.1K, 10.4K)

G6-3: Provide culturally responsive instruction related to the social skills needed for education and other environments. CC5K5 (7.9K, 7.7S)

G6-4: Monitor intragroup group behavior changes from subject to subject and activity to activity.

Goal 7: *Be able to develop a behavioral intervention plan based on data.*

G7-1: Use functional assessments to develop intervention plans. CC7S4

G7-2: Plan and develop individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior. BD7S1, GC7S1 (7.3S)

Goal 8: *Design an effective classroom for students with emotional/behavioral disorders.*

G8-1: Use a variety of nonaversive techniques to control behavior and maintain attention of individuals with emotional/behavioral disorders. BD4S2

G8-2: Know and apply basic classroom management theories and strategies for individuals with exceptional learning needs. CC5K2 (6.1K, 6.2K, 7.3K)

G8-3: Know and apply strategies for crisis prevention and intervention.

G8-4: Understand how to create a safe, equitable, positive, and supportive learning environment in which diversities are valued. CC5S (6.1S)

G8-5: Know how to implement functional classroom designs for individuals with emotional/behavioral disorders. BD5K2

G8-6: Be able to establish a consistent classroom routine for individuals with emotional/behavioral disorders. BD5S1