

Education 218a
Classroom Ecology:
Applied Behavior Analysis

Fall 2008 • 3 Quarter Units

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Course Information

Instructor: Steve Johnson sjohnson@scu.edu 408/551-7049 AS 129

Class Hours: Tuesdays 5-8 PM Arts and Sciences 134 [Section 44768]

Office Hours: immediately following class, by appointment, or Tuesday 1-4 PM on the Tuesdays class meets. Office hours are not held at the beginning of class, immediately before class, or at the break.

Course Description

Fundamental course in learning, learning theory, behavior, behavioral theory, effective teaching and the principles and procedures of applied behavior analysis with applications to the special, alternative, correctional, and general education classroom. Strategies for increasing individual learning and providing positive behavioral support to students in the classroom, while also teaching students to be successful, self advocating self managers. Assessment, documentation, and intervention for disruptive and aggressive behaviors. Primary emphasis on effective, efficient, and socially valid instruction of students with mild to moderate learning and behavior disabilities. Required at the beginning of the graduate program in special education. This course is pre-requisite to courses 240 and 241, or enrollment in the intern program. [3 units]

Candidate Competencies

Students enrolled in the course will be required to meet all of the following Standards of Quality and Effectiveness for Education Specialist Credential Programs established by the California Commission on Teacher Credentialing:

Category I Core Standards for all Specialist and Services Credentials **Standard 10 Professional, Legal and Ethical Practices**

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

- Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups.
- Each candidate demonstrates awareness of the importance of the educator as a model for students.
- Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.

Standard 11 Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society. For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

- Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing gender, cultures, languages, abilities, and life experiences.
- Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504").

Standard 12 Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

- Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.

Standard 15 Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication

styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

- Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.
- Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students.
- Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology.
- Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time.
- Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs.
- Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.
- Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention.
- Each candidate demonstrates an understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior.
- Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students.
- Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence.
- Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.

Category II Core Standards for Specialist Teaching Credentials

Standard 19 Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.

- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.

Standard 20 Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.
- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.
- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.

Standards for Level I Education Specialist Credential: Mild/Moderate Disabilities

Standard 24 Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

- Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.
- Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students.
- Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students.
- Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies.

- Each candidate teaches appropriate self regulatory strategies for students to cope with difficult or unpredictable situations.
- Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
- Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies.

Required Textbooks

Alberto, Paul A. and Troutman, Anne C. [2009]. *Applied behavior analysis for teachers* [8th ed.]. Upper Saddle River, NJ: Pearson Prentice Hall Merrill. 0-13-500899-9

Useful Tools

Pen, hi-lighter, colored pencils*, eraser*, sharpener*, graph paper* [about 4-5 squares to the inch is good], ruler*, index cards, rubber bands, and the means to contain it all will be required.

Sequence of Instruction

1. Tuesday, September 23

Learning and Behavior

Alberto and Troutman [2009] chapters 1, 2

2. Tuesday, September 30

Measuring and Graphing Behaviors

Alberto and Troutman [2009] chapters 3-4

3. Tuesday, October 7

Behavior Management

Alberto and Troutman [2009] chapters 12, 13

4. Tuesday, October 14

Single Subject Research Designs

Alberto and Troutman [2009] chapter 5

5. Tuesday, October 21

Functional Analysis

Alberto and Troutman [2009] chapter 6

6. Tuesday, October 28

Increasing Behaviors

Alberto and Troutman [2009] chapter 7

Midterm [Alberto and Troutman 1-6]

7. Tuesday, November 4

Decreasing Behaviors, Differential Reinforcement

Major Project [classroom management plan] discussion

Alberto and Troutman [2009] chapters 8-9

8. Tuesday, November 11

Generalization

Alberto and Troutman [2009] chapter 10

9. Tuesday, November 18

Self Management

Alberto and Troutman [2009] chapters 11-12

10. Tuesday, December 2

Classroom Management

Alberto and Troutman [2009] chapter 13
Major Project [classroom management plan] due

F. Tuesday, December 9

Final Examination

[Alberto and Troutman 1-13]

Course Assignments and Requirements

1. Attendance at all classes from start to finish. University rules allow a student to miss up to 80% of a class and still receive credit, but this is at your own risk. Under no circumstances may a student miss more than 2 classes in the same month and still expect to pass. Please note: arriving for a class late, leaving the class early, leaving the class other than at a break time, or coming back from a break late will be considered missing a class.
2. Completion of all readings, including everything handed out. Completion of all reading in the text including knowledge of all technical vocabulary necessary for the field.
3. Active participation in all class activities, including detailed note taking and study of all notes and concepts; detailed study of everything in the textbook.
4. Completion of the Midterm and Final Examination [each is 90 minutes on everything covered so far in the class]. The examinations will consist of some combination of definitions, short answer, measurement and graphing, case study, and intervention questions.
5. Active participation in a study group.
6. Completion of a Major Project [classroom management plan] following the procedures that will be discussed in detail in class. The classroom management plan will require that you set up a classroom with a positive behavior support plan including a physical layout, timetable and procedures, support plans, reinforcement schedules, token economy and behavioral system.

Course Outcomes

1. Students make effective use of research in making instructional and assessment decisions, and apply it the design and application of a classroom and selection with appropriate instructional and assessment strategies and materials.
2. Students have a current understanding of theories of cognitive and linguistic development, including a specific understanding of information processing as a foundation for special education theory.

3. Students can elaborate the constituents and appropriate practices for social and moral development and growth, and can integrate risk and resiliency factors into instructional and assessment decisions.
4. Students are clear about fundamental special education concepts and definitions of disability, eligible categories and major definitions.
5. Students demonstrate a thorough and expert knowledge of human learning and memory, and effective practices for organizing and constructing knowledge; demonstrate effective practices for facilitating higher-level thinking processes; demonstrate a thorough and expert knowledge of motivation, affect, cognitive factors in motivation and attribution theory.
6. Students will demonstrate mastery of the content and skills of Applied Behavior Analysis:
 - description, increase and decrease of behavior;
 - foundational ideas of behaviorism;
 - scientific study of behavior;
 - history and principles of Applied Behavior Analysis;
 - behavior definition, measurement and grouping;
 - Single Subject Research Designs and causal relationships;
 - acquisition, maintenance, fluency and generalization;
 - behavior reduction levels and procedures;
 - non-aversive management;
 - behavioral contracts and token economies;
 - peer mediated management strategies;
 - student self mediated management strategies;
 - mild to moderate learning and behavior problems;
 - positive behavioral management;
 - non-aversive behavioral interventions.
7. Students will apply social cognitive and self regulatory approaches to managing behavior in the classroom.

Course Grading

The course grade is based 30% on the midterm, 40% on the final examination, and 30% on the classroom management project with additional points added for quality class participation and deducted for poor participation or absences.

Academic Honesty

Santa Clara University insists on honesty and integrity from all members of its community.

The standards of the University preclude any form of cheating, plagiarism, forgery of signatures, and falsification of data.

A student who commits any offense against academic honesty and integrity may receive a failing

grade without a possibility of withdrawal. An offense may also dictate suspension or dismissal from the University.

In particular, it is each student's responsibility to understand the serious nature of plagiarism and the consequences of such activity. Plagiarism is the practice of claiming, or implying, original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement. Unlike cases of forgery, in which the authenticity of the writing, document, or some other kind of object itself is in question, plagiarism is concerned with the issue of false attribution.

see: <http://www.scu.edu/studentlife/resources/academicintegrity/>

Disability Accommodations Procedure

To request academic accommodations for a disability, students must contact Disabilities Resources located on the second floor of Benson. Phone numbers are (408) 554-4111; TTY (408) 554-5445. Students must register and provide documentation of a disability to Disabilities Resources prior to receiving academic accommodations.