

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 621

Title of Course: Behavior Intervention Strategies

Date: March 23, 2015

Please check: Revised

- I. Catalog Description (2 Credit Hours of Course):** Integration of theory, research, and practice perspectives necessary for understanding and influencing individual behavior adjustments (2)
- II. Co-requisite:** EX 622 Behavior Intervention Strategies Internship
- III. Purposes or Objectives of the Course (optional):**

The teacher candidate will demonstrate the knowledge base and skills applicable for grades K-12 to:

- A. research and describe the basic issues in the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view and human issues that have influenced and continue to influence behavior managements of individuals with exceptional learning needs in a diverse society;
- B. compare and contrast formal and informal data collection techniques for identifying behaviors that interfere with learning or daily functioning of individuals with exceptional learning needs (ELN) in a diverse society;
- C. examine data gathered via research proven strategies to identify patterns of behavior that interfere with learning or daily functioning to serve as the focus of a functional behavior assessment (FBA) to meet the needs of individuals with exceptional learning needs (ELN) in a diverse society;
- D. interpret data collected via FBA to hypothesize the function of a behavior that interferes with learning or daily functioning of individuals with ELN in a diverse society;
- E. identify behavioral and instructional strategies that create positive learning environments; foster cultural understandings; promote safety and emotional well being; stimulate positive societal interactions; and promote active engagement of individuals with ELN in a diverse society;

- F. illustrate how culturally diverse behavior intervention strategies facilitate academic and/or functional skills development appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment;
- G. describe how to monitor the progress of behavior intervention strategies designed to build positive behaviors appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment; and
- H. demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit individuals with ELN, families, colleagues and professional growth.

IV. Student Learning Outcomes (Minimum of 3):

1	The teacher candidate will research and describe the basic issues in the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view and human issues that have influenced and continue to influence behavior managements of individuals with exceptional learning needs (ELN) in a diverse society.	Measurement: Quiz
2	The teacher candidate will examine data gather via research proven strategies to identify patterns of behavior that interferes with learning or daily functioning to serve as the focus of a functional behavior assessment (FBA) to meet the needs of individuals with ELN in a diverse society.	Measurement: Case Study
3	The teacher candidate will identify behavioral and instructional strategies that create positive learning environments; foster cultural understandings; promote safety and emotional well being; stimulate positive societal interactions; and promote active engagement of individuals with ELN in a diverse society.	Measurement: Case Study

V. Optional College/Departmental Requirement: MoSPE Quality Indicators and SPA Standards Alignment to Course Objectives

Course Objectives:	MOSPE	CEC
The teacher candidate will demonstrate the knowledge based and skills applicable for grades K-12 to:		
research and describe the basic issues in the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view and human issues that have influenced and continue to influence behavior managements of individuals with exceptional learning needs (ELN) in a diverse society;	1.1, 1.5, 2.1, 2.6, 5.1, 5.2 5.3, 6.1,	1, 2

	6.2, 6.3,	
compare and contrast formal and informal data collection techniques for identifying behaviors that interfere with learning or daily functioning of individuals with ELN in a diverse society;	7.1, 7.2, 7.6	4
examine data gathered via research proven strategies to identify patterns of behavior that interfere with learning or daily functioning to serve as the focus of a functional behavior assessment (FBA) to meet the needs of individuals with ELN in a diverse society;	7.1, 7.2, 7.6	4
interpret data collected via FBA to hypothesize the function of a behavior that interferes with learning or daily functioning of individuals with ELN in a diverse society;	7.1, 7.2, 7.6	4
identify behavioral and instructional strategies that create positive learning environments; foster cultural understandings; promote safety and emotional well being; stimulate positive societal interactions; and promote active engagement of individuals with ELN in a diverse society;	2.1, 2.5, 2.6, 6.1, 6.4	2, 5
illustrate how culturally diverse behavior intervention strategies facilitate academic and/or functional skills development appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment;	2.1, 2.5, 2.6, 6.1, 6.4	2, 5
describe how to monitor the progress of behavior intervention strategies designed to build positive behaviors appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment;	2.1, 2.5, 2.6, 6.1, 6.4	2, 4, 5
demonstrate professionalism by engaging in ethical practices and participating in learning communities that benefit individuals with ELN, families, colleagues and professional growth;	8.3, 9.1, 9.2, 9.3	6, 7

VI. Optional College/Departmental Requirement: Course Content or Outline (Indicate number of class hours per unit or section):

Topic	Clock Hours
Data Collection Procedures	3
Observations/Analysis Techniques	3

FBA Development	6
BIP Development	6
Person Centered Planning	2
Progress Monitoring Strategies	6
Collaborative Opportunities both School and Community Based	2
Professionalism and Ethical Practices	2
Total	30

Please Attach copy of class syllabus and schedule as an example

Signature: _____ Date: _____

Chair

Signature: _____ Date: _____

Dean

Approved by Academic Council, April 1, 2014 Revision: April 1, 2014

Course Syllabus
Southeast Missouri State University

Department: College of Education, Department of Elementary, Early, and Special Education

Course No. EX 621

Title of Course: Behavior Intervention Strategies

Date: February 27, 2015

Please check: New Course

Instructor:

Contact Information:

Office Phone:

Office Location:

e-mail:

Class Meeting Times:

Delivery Method: Online

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- II. Co-requisite: EX 622 Behavior Intervention Strategies Internship**
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- D. interpret data collected via FBA to hypothesize the function of a behavior that interferes with learning or daily functioning of individuals with ELN in a diverse society;

- E. identify behavioral and instructional strategies that create positive learning environments; foster cultural understandings; promote safety and emotional well being; stimulate positive societal interactions; and promote active engagement of individuals with ELN in a diverse society;
- F. illustrate how culturally diverse behavior intervention strategies facilitate academic and/or functional skills development appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment;
- G. describe how to monitor the progress of behavior intervention strategies designed to build positive behaviors appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment; and
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2	The teacher candidate will examine data gather via research proven strategies to identify patterns of behavior that interferes with learning or daily functioning to serve as the focus of a functional behavior assessment (FBA) to meet the needs of individuals with ELN in a diverse society.	Measurement: Case Study
3	The teacher candidate will identify behavioral and instructional strategies that create positive learning environments; foster cultural understandings; promote safety and emotional well being; stimulate positive societal interactions; and promote active engagement of individuals with ELN in a diverse society.	Measurement: Case Study

V. Expectation of the Students

Students will be expected to complete the following course requirements:

- A. complete all assigned readings and assignments
- B. participate in class discussions and activities

- C. demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may not be covered in class lecture and discussion
- D. complete a case study: Functional Behavior Assessment
- E. complete a case study: Positive Behavior Intervention Plan
- E. create and implement a plan for progress monitoring

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compare and contrast formal and informal data collection techniques for identifying behaviors that interfere with learning or daily functioning of individuals with ELN in a diverse society;	7.1, 7.2, 7.6	4
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illustrate how culturally diverse behavior intervention strategies facilitate academic and/or functional skills development appropriate to meet the needs of individuals	2.1, 2.5, 2.6, 6.1, 6.4	2, 5

with ELN in a diverse society to create a safe, equitable, positive and supportive environment;		
describe how to monitor the progress of behavior intervention strategies designed to build positive behaviors appropriate to meet the needs of individuals with ELN in a diverse society to create a safe, equitable, positive and supportive environment;	2.1, 2.5, 2.6, 6.1, 6.4	2, 4, 5
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Person Centered Planning	2
Progress Monitoring Strategies	6
Collaborative Opportunities both School and Community Based	2
Professionalism and Ethical Practices	2
Total	30

VIII. Textbook and/or Required Readings:

Alberto, P.A., & Troutman, A.C. (2013). Applied behavior analysis for teachers (9th ed.).

IX. Basis for Student Evaluation:

Assignment	Points	Due Date
Forum /Class Assignments	10%	Periodically
Drop Box/Class Assignments	20%	Periodically
Units Exams	20%	Periodically
Functional Behavior Assessment: Case Study	20%	By Mid semester
Positive Behavior Intervention Plan: Case Study	15%	By the end of the semester
Progress Monitoring System: Case Study	15%	Be the end of the semester

X. Grading Scale

100-90%	=	A
89-80%	=	B
79-70%	=	C
69-60%	=	F

Teacher candidates must receive a C or higher in this course.

XI. Accessibility

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

XII. Civility

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XIII. Academic honesty

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record.

Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

XIV. Plagiarism

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

XV. Statement of whom to contact with concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.

XVI. Potential Readings and Resources:

Alberto, P.A., & Troutman, A.C. (2013). *Applied behavior analysis for teachers* (9th ed.).

Bickel, P. (2010). How long is a minute! The importance of a measured plan of response to crisis situations. *Teaching Exceptional Children*, Vol. 42, No. 5, May/June.

Brown, J., Skow, K., & the IRIS Center. (2009). *RTI: Progress monitoring*. Retrieved from http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_rtipm.pdf

Buck, G. H., Polloway, E. A., Kirkpatrick, M. A., & Patton, J. R., et al. (2000). *Developing behavioral intervention plans: A sequential approach*. Retrieved on September 16, 2009, from http://www.ldonline.org/article/Developing_Behavioral_Intervention_Plans_A_Sequential_Approach

Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape-maintained problem behaviors: Preliminary results from a single-case experiment. *Learning Disabilities Quarterly*, 26(1), 15-25.

Center for Effective Collaboration and Practice <http://cecp.air.org/fba/>

- Flick, G. (2001). *Understanding and managing emotional and behavior disorders in the classroom*. Boston: Pearson Allyn & Bacon.
- Freeman, J. & Sugai, G. (2013). Identify evidence-base special education interventions from single subject research. *Teaching Exceptional Children*, Vol. 45, No. 5, May/June.
- Fuchs, L., & Fuchs, D. (2007). *What is scientifically-based research on progress monitoring?* Retrieved from http://writingroadmap.ctb.com/media/mktg/ypp/other_media/Progress_Monitoring_Research.pdf
- Gongola, L. & Daddario, R. (2010). A practitioner's guide to implementing a differential reinforcement of other behavior procedure. *Teaching Exceptional Children*, Vol. 42, No. 6, July/August.
- Guardino, C. & Fullerton, E. (2010). Changing behavior by changing the classroom environment. *Teaching Exceptional Children*, Vol. 42, No. 6, July/August.
- IRIS Center Resources: <http://iris.peabody.vanderbilt.edu>
- O'Neil, R.E., Homer, R.H., Albin, R.W. (2014). *Functional assessment and program development for problem behavior: A practical handbook 2nd Edition*.
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports <http://www.pbis.org/>
- Simmons, B., Sugai, G. & Negron, M. (2008). School wide positive behavior supports primary systems and practices. *Teaching Exceptional Children*, Vol. 40, No. 6, July/August.
- Shepherd, T L. & Linn, D. (2015) *Behavior and classroom management in the multicultural classroom: Proactive, active, and reactive strategies*.
- Utah's Least Restrictive Behavioral Interventions (LRBI)