

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: SED COURSE NUMBER: 408 CREDIT HOURS: 3

I. TITLE: Functional Behavior Analysis

II. COURSE DESCRIPTION AND PREREQUISITE(S): The content of this course provides the student experience in understanding why individuals behave the way they do and how behavior may be taught, changed, and modified. Topics will include behavior management, training strategies, implementation, data-based programming, and field-based research methods. Field hours are required.

Prerequisite(s): None

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), Council for Exceptional Children (CEC), and InTASC Model Core Teaching standards addressed by that objective. Upon successful completion of this class, students will be able to

- A.** recognizes various behavioral research designs and discuss uses, advantages and disadvantages of each (KTPS/ InTASC # 4,5; CEC # 3,4).
- B.** describe various schedules of reinforcement and advantages and disadvantages of each (KTPS/InTASC #2, 3, 5; CEC #1, 2, 3).
- C.** apply the principles of reinforcement to educational settings (KTPS/ InTASC # 2, 3, 5;CEC # 1, 2, 3)
- D.** discuss the practical and legal problems associated with the use of punishment including overcorrection, positive practice, and time out (KTPS/ InTASC #9,10; CEC # 1, 2, 3).
- E.** discuss alternative behavior management approaches and the trend toward positive behavioral support programming, and social competence (KTPS/ InTASC # 6, 7, 8; CEC # 1, 2, 3)
- F.** demonstrate the ability to isolate target behaviors, take baseline data, plan behavioral interventions, implement those interventions, construct graphs displaying data and discuss components of those graphs (KTPS/InTASC# 6,7,8; CEC # 1, 2, 3)
- G.** demonstrate knowledge of functional behavioral assessment that links to behavior management plans to be included the child's IEP (KTPS/InTASC # 6, 7, 8; CEC # 1, 2, 3, 4, 5) and
- H.** write professionally for the field of special education (KTPS/InTASC # 9, 10; CEC # 6, 7).

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on various informative articles related to specific emotional disorders and intervention techniques, on the process and outcome of a

behavior change project, and on what was learned through a cultural aspects project and what impact will be made in future real-life collaborative educational efforts.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through the cultural aspects project, various chapters within the text such as those dealing with increasing/decreasing specific behaviors, working with parents and families, and issues and concerns in behavior management.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky State documents, including SB1 Initiatives (e.g., Common Core State Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A.** Foundations for Understanding and Managing Behavior
- B.** Formal Behavioral Assessment (including Functional Behavior Analysis)
- C.** Direct Behavioral Observation, Data Collection, and Analysis
- D.** Single Subject Designs
- E.** Establishing a Reinforcement Program, Including Implementation of a Behavior Interventions and Supports Program
- F.** Cognitive Behavior Modification
- G.** The Development of Social Competence
- H.** Behavior Reduction Strategies
- I.** Specific Behavior Challenges
- J.** Issues in Early Childhood Behavior
- K.** Issues in Adolescent Behavior
- L.** Cultural Influences on Behavior Group Project
- M.** Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A.** Lecture and discussion
- B.** Small group discussion
- C.** Cooperative learning activities
- D.** Reading material
- E.** Written assignments
- F.** Individual and/or group presentations
- G.** Video presentations
- H.** Guest Speakers
- I.** Research assignments
- J.** Exams

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Each student will observe in a secondary special education classroom for a minimum of 2 hours. **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on**

the LiveText FEM site. Students are also expected to record field experiences in KFETS.

VII. TEXT(S) AND RESOURCES:

Zirpoli, T. J. (2012). *Behavior management: Positive applications for teachers* (6thed.). Upper Saddle River, NJ: Pearson.

<i>Journal of Applied Behavior Analysis</i>	<i>Journal of Early Childhood</i>
<i>Journal of Learning Disabilities</i>	<i>Beyond Behavior</i>
<i>Behavior Disorders</i>	<i>Exceptional Children</i>
<i>Teaching Exceptional Children</i>	<i>Teaching Tolerance</i>

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements	Points
FBA/BIP	200
Cultural aspects group project	100
Cultural aspects reflection	50
Behavior observation	50
Exams (2)	100
Class Participation (14)	70
Total	= 570

1. FBA/BIP:

The behavior change project completed in this course will include:

- a. Identification of behaviors to observe
- b. Definitions of specific behaviors
- c. Observing and recording behavioral data
- d. Writing behavior objectives and educational (social and academic) goals
- e. Application of functional behavior assessment to a case scenario
- f. Writing and implementing a behavior interventions and supports program
- g. Discussion of the advantages and disadvantages of using sociometric measures
- h. Discussion of anger, its causes, and effective interventions with children and youth
- i. Discussion of the ways in which a classroom teacher can make the educational environment more inviting for students from different cultural backgrounds

2. CULTURAL ASPECTS GROUP PROJECT: Group assignments – 5 roles (regular educator, special educator, student, parent, and administrator), each group will use a PowerPoint presentation to present research information from the perspective of each team member’s role.

3. CULTURAL ASPECTS PERSONAL REFLECTION: Each team member will write a 2-3-page reflection of the group experience both as a team

member and as the role participant. The reflection should highlight what was learned and what impact will be made in future real-life collaborative educational experiences.

4. **BEHAVIOR OBSERVATION ASSIGNMENT: 50 pts.** Each student will directly observe and record a behavior of a secondary school-aged child for a total of two hours. Each student will upload his/her completed assignment and Observation Timesheet (scanned into a pdf) to LiveText.
5. **MID-TERM and FINAL EXAM:** There will be a mid-term and a final exam covering the textbook and class lectures.
6. **PARTICIPATION:** Class attendance and participation are required (5 pts./class).

The following grading scale will be used:

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- E = 59% and below

Writing: Behavior change projects, project research documents, reflections, and any other written work turned in for points must adhere to the *Publication Manual of the American Psychological Association (6th ed.)* style guidelines for research papers and use of word processor/computer-generated manuscripts.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

Attendance and punctuality is expected in this class. The instructor reserves the right to adjust the grade after two unexcused absences. Three tardies will count as equivalent to one unexcused absence. In-class exercises cannot be made up. 5 points will be deducted for late work and the deductions will increase by 2 points for each day the assignment is late.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision

of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the “Policy Prohibiting Sexual Harassment” which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

NOTE: Instructor reserves the right to make any changes to course activities and assignments as deemed necessary during the semester.

