

Murray State University
COURSE SYLLABUS

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER AND SPECIAL EDUCATION

I. COURSE PREFIX: SED COURSE NUMBER: 613 CREDIT HOURS: 3

II. TITLE: Advanced Behavior Support

III. COURSE DESCRIPTION AND PREREQUISITE(S):

This course is designed to provide an in-depth study of the field of educating children and youth with emotional disturbances and behavioral disorders. The course will include extensive examinations of disability etiologies, theoretical educational approaches, screening and assessment instruments and techniques, educational placement considerations, program development considerations, and ongoing evaluation based on student performance.

Prerequisite(s): None

IV. 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 which reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Consortium (InTASC), and the Council for Exceptional Children (CEC) standards addressed by that objective. Upon successful completion of this class, students will

- A. demonstrate the needs of children with challenging behaviors (KTPS/InTASC # 1, 2, 3, 4, 5; CEC #2, 3,);
- B. demonstrate strategies to use with children with challenging behaviors (KTPS/InTASC # 4, 5, 7, 8; CEC #2, 3,);
- C. demonstrate therapeutic techniques and identify the children they can be used with (KTPS/InTASC # 4, 5, 7, 8; CEC #2, 3);
- D. demonstrate the historical perspectives of behavior management (KTPS/InTASC # 4, 5; CEC #2, 4, 5); and
- E. write professionally for the field of special education (KTPS/InTASC # 1,2,3,4,7; CEC #6).

The College of Education Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect upon how the strategies studied may be used to improve the life of students with behavior problems.

The EPSB Themes of Diversity, Closing the Achievement Gap, and Literacy/Reading will be explored in this class. Students will explore issues dealing with aberrant behavior of students and ways to effectively overcome these problem behaviors to aid the learning process.

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

V. CONTENT OUTLINE:

- A. Introduction to emotional and behavioral disorders
- B. Legal Issues
- C. Assessment of students with emotional and behavioral disorders
- D. Applied Behavior Analysis (ABA)
- E. Functional behavior assessments (FBA), Behavior Intervention Plans (BIP), and the collection of data on student progress
- F. Cognitive behavioral interventions
- G. Social skills instruction
- H. Developing educationally meaningful and legally sound individualized education programs
- I. Classroom and Behavior Management 1: Preventing problem behavior in the classroom
- J. Classroom and Behavior Management 2: Responding to problem behavior
- K. Classroom and Behavior Management 3: Intervening with problem behavior
- L. Teaching students with EBD (Emotional and Behavior Disorders) 1: Effective Teaching
- M. Teaching students with EBD 2: Evidence-based instructional procedures
- N. Teaching students with EBD 3: Planning instruction and collecting data to monitor student performance

VI. INSTRUCTIONAL ACTIVITIES:

The class format will be lecture/discussion, hands-on activities, demonstration, and application projects.

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

None

VIII. TEXT(S) AND RESOURCES:

Yell, M.L., Meadows, N.B., Drasgow, E., and Shriner, J.G. (2014). *Evidence-based practices for educating students with emotional and behavioral disorders, 2nd ed.* Boston, Pearson.

In addition to the text stated above, students will be expected to make use of the extensive collection of evidence-based scholarly resources available from the world-wide-web using the Waterfield Library at Murray State as a portal to free or drastically reduced cost information. Additional articles, media and web-based ancillary documents will be used throughout the course. Resources to be used in conjunction with this course include but not limited to: Murray State University (MSU) computer labs, electronic Apps and applications, productivity software, MSU's Waterfield Library, Journals (hard copy and electronic), MSU's CANVAS Course delivery system, and other assigned readings.

IX. EVALUATION AND GRADING PROCEDURES:

A. Course requirements

Topic Paper	150
Presentation	200
Research reports (2 at 100pts)	200
Quizzes (10 at 10pts ea. over assigned readings)	100
Total Points Possible	<u>650pts</u>

B. Grading Scale

A = 93 - 100%

B = 86 - 93%

C = 79 - 85%

D = 72 - 78%

E = below 71%

X. ATTENDANCE POLICY:

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

XI. ACADEMIC HONESTY:

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 Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY AND STUDENT 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).