I. TITLE: Advanced Behavior Support

II. 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 consideration, and ongoing evaluation based on student performance.

Prerequisite(s):

III. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards addressed by that objective. Upon successful completion of this class, students will
A. demonstrate the needs of children with challenging behaviors (KTS #3, 4, 5, 7; CHETL #4, 5),
B. demonstrate strategies to use with children with challenging behaviors (KTS #1, 2, 3; CHETL #3, 4, 5),
C. demonstrate therapeutic techniques and identify the children they can be used with (KTS #1, 6, 10; CHETL #4, 5),
D. demonstrate the historical perspectives of behavior management (KTS #1, 5; CHETL #4, 5), and
E. write professionally for the field of special education (KTS #1; CHETL #2).

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/inservice 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.

IV. 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

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

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:

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 worldwide 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.

VIII. 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 650pts

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

IX. ATTENDANCE POLICY:
    Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin. Students are expected to be on time, attend all class meetings, and to stay the entire class period. Any variation of this expectation must be approved by the instructor prior to class, preferably by e-mail. To receive points for class discussion, students must be present for each regularly scheduled class meeting unless excused prior to a class meeting as defined in the current MSU Bulletin.

X. 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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION 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, 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. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).