

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		04-28d	Apr 4/5/05	Apr 4/26/05

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Special Education and Clinical Services –Education of Exceptional Persons Program	Phone X72450

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	
<input type="checkbox"/> Course Deletion	<input type="checkbox"/> Catalog Description Change	
EDEX 340 Introduction to Behavior Management in Special Education		
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>	
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<i>Current program name</i>	<i>Proposed program name, if changing</i>	
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Joseph Domaracki</i>	Date <i>2-14-05</i>
Department Chair(s)	<i>Joseph Domaracki</i>	<i>2-14-05</i>
College Curriculum Committee Chair	<i>Joseph Domaracki</i>	<i>3-2-05</i>
College Dean	<i>[Signature]</i>	<i>3-2-05</i>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schiust</i>	<i>4-5-05</i>

* where applicable

MAR - 2 2005

Part II. Description of Curriculum Change

1. New Syllabus of Record

EDEX 340 INTRODUCTION TO BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

3c-01-3cr

I. COURSE DESCRIPTION

Prerequisites: EDEX 111, EDEX 112, PSYC 101

An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.

II. COURSE OBJECTIVES:

The student will demonstrate a knowledge of:

- A. the application of specific techniques of applied behavior analysis with special education students in a variety of service delivery models, including techniques to
 1. increase or strengthen desired behavior
 2. maintain or generalize desired behavior
 3. extinguish or decrease undesired behaviors; (**Chapter 354: 1A, 1B, 1D, 11B, 11E; CEC: Standard 1, 2, 3, 5 & 7**)
- B. the use of these techniques as an integral part of instruction for effective teaching; (**Chapter 354: 11B, 11C, 11D; CEC: Standard 4, 5, & 7**)
- C. the use of data to make informed instructional decisions; (**Chapter 354: 1G, 1J, 11F; CEC: Standard 4, 6, 7, & 8**)
- D. the application of specific cognitive and self-management techniques in solving behavior problems in a variety of special education settings; (**Chapter 354: 1J, 11B, 11F; CEC: Standard 4, 5, 6, & 7**)
- E. the ability to monitor and evaluate the effects of behavior intervention procedures in a variety of classroom, home, and community settings; and (**Chapter 354: 11B, 11G; CEC: Standard 5, 6, & 7**)
- F. the ethics and preferred practices regarding aversive as well as positive procedures. (**Chapter 354: 11B, 11E, 11A, 11B, 11E; CEC: Standard 5, 7, & 9**)

The student will demonstrate the ability to:

- G. write and implement behavior management plans (and change as necessary) and (**Chapter 354: 1B, 1G, 1J, 11A, 11E; CEC: Standard 2, 4, 5, 7, & 8**)

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	A, B, C	Behavior Management Plan Exam 1
2. Development & Characteristics	A & H	Quizzes and In-class assignments Exam 1
3. Learning Differences	A, D	Behavior Management Plan Exam 1
4. Instructional Strategies	B, C, D, & G	Behavior Management Plan Quizzes Exam 2
5. Environmental & Social Interaction	A, B, D, E, F & H	Behavior Management Plan Class Participation Exam 2 Self-Management Plan
6. Communication	C, D, E, & G	Behavior Management Plan Class Participation Self-Management Plan
7. Instructional Planning	A, B, C, D, E, F, & H	Behavior Management Plan Quizzes and In-class assignments Exam 3
8. Assessment	C, E, & H	Behavior Management Plan Quizzes Exam 3
9. Ethics	F	Exam 3
10. Collaboration	H	Behavior Management Plan Self-Management Plan

III. METHOD OF INSTRUCTION:

This course uses a lecture/class discussion format. Small and large groups are used for discussion, problem solving, and cooperative learning.

IV. REQUIRED TEXTS:

Alberto, P. A., & Troutman, A. C.. (1999). *Applied behavior analysis for teachers* (5th ed.). Englewood Cliffs, NJ : Prentice-Hall, Inc.

Book of information and additional readings from Pro-Packet. (Supplement)

V. RECOMMENDED MATERIALS FOR COURSE:

1. Graph paper - 4 squares to the inch (inexpensive at discount stores) - You will not need copious quantities of the paper so you all may wish to pool resources
2. Colored pencils for graphing data

VI. COURSE REQUIREMENTS:

1. Attendance Policy: The University expects all students to attend class (Council of Trustees, May 13, 1994). Students in this course are preparing to join the teaching profession. As such, professional behavior is expected. Two unexcused absences are permitted but not suggested. Because this class only meets twice a week, your grade may be lowered a letter grade for additional unexcused class absences. In addition, documentation regarding the absence is to be given to the instructor at the next class meeting.
2. Participation: Students are expected to actively participate in all classes and participation is more likely to occur when the student is present. However, mere presence is not sufficient. Participation includes but is not limited to:
 - a. completing the assigned readings and homework prior to class
 - b. participation in Professional Development Team's cooperative learning activities by preparing materials, making contributions, asking questions, and assuming specific roles (e.g., encouraging others, clarifying, reading to Professional Development Team and recording information for the team)
 - c. actively listening (e.g., paraphrasing and soliciting ideas, attending to the all speakers including classmates as well as the instructor) and taking notes as appropriate.Some areas participation **does not** include:
 - a. off-topic discussions with peers
 - b. doing work for other classes
 - c. interrupting the class or interfering with the learning process.
3. Use the IUP library, books and articles made available by the instructor, and, where appropriate, your peers as resources.
4. No tape recording is permitted without approval of instructor and classmates. Exceptions are made for students with disabilities who require tape recordings of classes. However, tape recorders must be in full view at all times and requests to not record sensitive material may be made by students or the instructor.
5. There are penalties for late assignments. Homework assignments will not be accepted after the due date. Examinations cannot be made up unless arrangements are made prior to the exam and the student submits in writing the planned date of absence and the reason.

6. All formal written work should be word processed. All graphs are to be done by hand – NOT ON THE COMPUTER!
7. Use the following reference for style and format issues related to written assignments:
 American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: Author.

VII. STUDENTS WITH DISABILITIES:

It is recommended that students who have disabilities identify themselves at the beginning of the semester so that class and assignment accommodations/modifications can be made. In addition, it is recommended that students who have disabilities contact Disabled Student Services Office (724-357-4607) for additional services.

VIII. EVALUATION:

Examination 1	10%	50 points
Examination 2	15%	75 points
Examination 3	15%	75 points
Assignment 1	15%	75 points
Assignment 2	20%	100 points
Homework/Quizzes	10%	50 points
Semester Self-management Activity	10%	50 points
Participation (whole/base groups)	5%	25 points

TOTAL POSSIBLE POINTS: 500

A = 465 - 500	93% - 100%
B = 415 - 464	83% - 92%
C = 365 - 414	73% - 82%
D = 315 - 364	63% - 72%
F = < 315	<63%

IX. COURSE OUTLINE

Some variation may occur due to fortuitous events (e.g., weather, illness)

<u>DATE</u>	<u>TOPIC/ ASSIGNMENTS/</u>	<u>READINGS DUE</u>
WEEK 1	Introduction to the Course	
WEEK 2	Roots of ABA	Chapter 1
WEEK 3	Teaching students to manage their own behavior	Chapter 12
WEEK 4	Responsible use of ABA	Chapter 2
WEEK 5 & 6	Appendix D, E, F Behavioral objectives	Supplement Chapter 3
WEEK 6 & 7	Draft -Behavior Management Plan EXAMINATION	
WEEK 8	Collecting data	Chapter 4

WEEK 9	Graphing Data Assignment 1	Chapter 5
WEEK 10	Increasing Behavior	Chapter 7
WEEK 11	Decreasing behavior	Chapter 8
WEEK 12	EXAMINATION Differential reinforcement Draft-Beh. Man. Plan	Chapter 9
WEEK 13	Guidelines - Chapters 1 - 5 Functional assessment/analysis	Supplement Chapter 10
WEEK 14	Generalization Assignment 2	Chapter 11
WEEK 15	Putting it all together Self-management plan due FINAL EXAMINATION	Chapter 13

X. ASSIGNMENTS

- Assignment 1** Write and implement a behavior management plan to increase a behavior using format in the syllabus.
- Assignment 2** Write and implement a behavior management plan to decrease a behavior using format in the syllabus.

Semester Self Management Plan

1. Session Chart of Data
2. Graph of Data - neatly done
3. Evaluation of Self-Management Plan
 - a. What did you like most about this process?
 - b. What did you like least?
 - c. What impact did this self-management process have on your behavior - in class, preparing for class, actual learning?
 - d. General Comments

BEHAVIOR MANAGEMENT PROGRAM FORMAT----- Assignments 1 and 2

1. Program Designer/Implementor:
2. Designed For: (*First name or initials*)

3. General Description Of Problem Behavior (s):
 - Behavior Targeted For This Program: (*specify*)
 - A. Time(s) Of Occurrence? (*e.g., each meal, swears 6 times per hour*)
 - B. Does Behavior Occur Consistently In Presence Of Specific Person Or Activity? (*e.g., when frustrated, when around parents*)
 - C. Is Behavior Related To Difficulty Or Undesirability Of Task? (*or something else?*)
 4. Statement Of Behavior To Be Decreased (In Observable Terms):

OR

 Statement Of Behavior(s) To Be Increased (In Observable Terms):
 5. What Function Does This Behavior Serve? (*e.g., releases tension, laziness*)
 6. Behavioral Objective (A-B-C-D):
 7. What Behaviors Will You Attempt To Increase To Replace The Function Currently Served By This Targeted Behavior?
 8. What Strategy Will Be Used? (*e.g., Differential Reinforcement, Extinction*)
- Continued on next page**
9. What Reinforcement Will Be Used?
 - A. How Do You Know This Is Reinforcing?
 - B. What Is Your Contingency Plan If This Reinforcement Does Not Work?
 10. Baseline Procedures: (*In steps*)
 11. Treatment Procedure: (*In steps*)
 12. How Often Will Data Be Analyzed? (*e.g., daily, weekly*)
 13. Generalization Plan (the plan for generalizing this behavior to other settings, etc.): (*In steps*)
 14. Maintenance Plan (the plan for maintaining this behavior in the future): (*In steps*)

15. Behavior Plan Evaluation

After Behavior Management Plan Has Been Implemented:

1. Evaluate The Plan
 - A. What Would You Do Differently And Why? (Specific Problems And Solutions)
 - B. Was The Plan Implementation Worthwhile?
 - C. How Can You Make This Process More Efficient?
2. Identify and Describe Your Major Difficulty with this Type of Intense Behavior Management Plan.

XI. REFERENCES

- Axelrod, S. & Hall, V. (1999). *Behavior Modification*, 2nd Ed. Baltimore: Paul H Brookes
- Bombara, L. Dunlop, G. & Schwartz, I. (2004). *Positive behavior support: Critical articles on improving practice for individuals with severe disabilities*, Baltimore: Paul H Brookes.

Jackson, I. & Panyan, M.V. (2002.) *Positive behavioral support in the classroom: Principals and practices*, Baltimore: Paul H Brookes.

Kaplan, J. (2000). *Beyond functional assessment: A social-cognitive approach to the evaluation of behavior problems in children and youth*, Austin, TX: Pro-Ed.

Lucyshyn, J. Dunlap, G. & Albin, R. (Eds.) (2002). *Families and positive behavioral support: Addressing problem behaviors in family contexts*. Baltimore: Paul H Brookes.

Sigafoos, J., Arthur, M. & O'Rielly. M. (2004). *Challenging behavior & developmental disabilities*, Baltimore: Paul H Brookes.

Van Houton, R. & Hall, V. (2001). *The measurement of behavior: Behavior modification*, 3rd Ed., Baltimore: Paul H Brookes.

2. Summary of Proposed Changes

The prerequisites for this course are being changed. Current prerequisites are: “EX 111, EX 112, EP 202.” The new prerequisites would be: “EDEX 111, EDEX 112, and PSYC 101.” We would like to replace EP 202 (now EDSP 102) with PSYC 101. This change in requirements will open this course to students who have selected a Dual major in Disability Services, a minor in Education of Exceptional Persons or a minor in Education of Persons who are Deaf and Hard of hearing and who are not in teacher education programs and not required to take EDSP 102 (formerly EP 202).

Course objectives have been modified to come into alignment with PDE & CEC standards as follows: 1.) two new objectives have been added, and 2.) PDE and CEC standards corresponding with objectives have been parenthetically added along with a standards matrix.

3. Justification for the Revision

EDEX 340 is an elective in the EDEX proposed minor and a requirement the proposed Disability Services Program. Replacing EP 202 with PSYC 101 in the pre-requisites will open this course to students who are not in teacher education programs, and not required to take EDSP 102 (formerly EP 202 and have selected a Dual major in Disability Services, or a minor in Education of Exceptional Persons.

4. Old Syllabus of Record

COURSE SYLLABUS

EX 340 INTRODUCTION TO BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

3 s.h.

I. COURSE DESCRIPTION

Prerequisites: EX 111, EX 112, EP 202

An overview of systematic behavioral change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.

II. COURSE OBJECTIVES

This course will address five major objectives designed to develop:

- A. knowledge, understanding, and skill in applying specific techniques of applied behavior analysis with special education students in a variety of service delivery models, including techniques to
 - 1. increase or strengthen desired behavior,
 - 2. maintain and generalize desired behavior,
 - 3. extinguish or decrease undesired behaviors;
- B. awareness, understanding, and skills in applying specific cognitive and self-management techniques in solving discipline problems in a variety of special education settings;
- C. awareness, understanding, and skill in assessing individuals and environments from an ecological perspective using structural analysis and functional analysis models;
- D. ability to apply specific techniques regarding generalization of appropriate behavior;
- E. ability to monitor and evaluate the effects of behavioral intervention procedures in a variety of classroom, home, and community settings.

III. COURSE OUTLINE

- A. Review of Applied Behavior Analysis **5%**
 - 1. Misconceptions
 - 2. Behavioral terminology, including popular perception of terms vs. clinical definitions and applications
 - 3. Principles of behavior management
 - 4. Controversial Issues
 - a. morality and legality
 - b. efficiency and effectiveness

B. Deciding What to Change 20%

1. Identifying and prioritizing behaviors
 - a. screening methods
 - b. direct observation methods
 - c. analogue assessment of behavior
 - d. Evans and Meyers Prioritization Scale
 - e. Wolery, Bailey, and Sugai Decision Model

2. Assessment of individuals and environments
 - a. Gaylord-Ross Decision Model
 - b. Wolery, Bailey, & Sugai Decision Model
 - c. Motivational analysis of behavior
 - d. Assessment of behavior function: Donnellan-LaVigna Model
 - i. social-communicative function
 - ii. self-regulatory function
 - iii. self-entertainment function
 - e. Assessment procedures as applied in different settings and with different special education populations

C. Creating Change in Students 55%

1. Strengthening behaviors
 - a. positive reinforcement
 - b. guidelines for use of reinforcement
 - c. schedules of reinforcement
2. Decreasing behaviors
 - a. differential reinforcement procedures
 - b. extinction
 - c. time out
 - d. response cost
 - e. overcorrection
3. Management strategies
 - a. token economies
 - b. point systems
 - c. contingency contracting
 - d. group contingency programs
 - e. levels systems
4. Effective Interaction Patterns Model (Valentine) to address belief systems and communication patterns
5. Classroom management
 - a. realities of teaching and managing behaviors in different service delivery models
 - b. curriculum as a means of enhancing structure and increasing engaged time
 - c. creating an educational environment to address behavioral needs of each student while avoiding the pitfalls of a "curriculum of control"
 - d. implementing multiple management systems concurrently to meet varied and diverse student needs
 - e. understanding the special needs of students moving to and from residential settings
 - f. controlling contagion effect
 - g. understanding the conflict cycle (Long's Model)
 - h. crisis management
 - i. generalizing strategies beyond the classroom

6. Self-management strategies

- a. self-instruction
- b. self-monitoring
- c. self-reinforcement
- d. skill generalization

7. Cognitive behavior management

- a. Beck approach
- b. Meichenbaum approach

8. Social skills training

- A .assessment
- b. teacher-mediated strategies
- c. peer-mediated strategies
- d. self-mediated strategies
- e. application with students with severe disabilities
- f. application with assaultive and aggressive youth
- g. skill generalization

D. Creating Change in Environments **10%**

- 1. Ecological interventions
- 2. Changing teacher behavior
- 3. Changing parent behavior
- 4. Training paraeducators
- 5. Working with multidisciplinary team professionals in a collaborative framework
- 6. Working with building teachers and staff to generalize behaviors

F. Monitoring and Evaluating Change **10%**

- 1. Measurement and observation procedures
- 2. Graphic analysis of data

IV. COURSE REQUIREMENTS

Students will demonstrate mastery of course objectives through successful completion of the following course requirements:

Completion of assigned readings in text and selected journals.

Participation in class discussion and activities.

Exams. Four exams comprised of multiple choice, completion and short essay items. 100 points each.

Individual Behavior Change Project. Each student will be required to design and implement an individual behavior management plan. The plan must have a minimum of three baseline data points and ten intervention points. The plan must also include a graph and data sheet. Target behaviors are subject to the approval of the instructor. 100 points.

Cooperative Learning Projects. Students will be expected to participate in a number of group activities during the course. These activities are designed to help students learn a self-questioning approach to solving discipline problems and managing crises. Students will analyze and discuss case

studies that reflect real-life complexities in working with challenging special education students. Students will design appropriate intervention strategies or training plans during these activities. 50 points each.

V. EVALUATION METHODS

The course grade will be interpreted from the total accumulated points and weighted according to the following scale:

90 - 100%	= A	Exams	50%
80 - 89%	= B	Behavior Change Project	25%
70 - 79%	= C	Cooperative Activities	25%
60 - 69%	= D		
59% & below	= F		

VI. REQUIRED TEXT

Kauffman, J. M., Mostert, M. P., Nuttycombe, D. G., Trent, S. C., & Hallahan, D. P. (1993). Managing classroom behavior: A reflective case-based approach. Needham Heights, MA: Allyn & Bacon.

VII. REFERENCES

Alberto, P. A., & Troutman, A.C. (1990). Applied behavior analysis for behavior (3rd ed.). Columbus: Merrill.

Baker, B. L., Brightman, A. J., Heifetz, L. J., & Murphy,

D. M. (1991). Behavior problems. Champaign, IL: Research Press.

Burke, J. C. (1992). Decreasing classroom behavior problems. San Diego: Singular Publishing.

Butz, G., & DeRisi, W. J. (1991). Writing behavioral contracts. Champaign, IL: Research Press.

Charles, C. M. (1992). Building classroom discipline: From models to practice (4th ed.). New York: Longman.

Cummins, K. K. (1988). The teacher's guide to behavioral interventions: Intervention strategies for behavioral problems in the educational environment. Columbia, MO: Hawthorne.

Curwin, R., & Mendler, A. (1991). Discipline with dignity. Bloomington, IN: National Educational Service.

Donnellan, A. M., LaVigna, G. W., Negri-Shoultz, N., & Fassbender, L. L. (1988). Progress without punishment: Effective approaches for students with behavior problems. New York: Teacher's College Press.

Evans, W. H., Evans, S. S., Gable, R. A., & Schmidt, R. E. (1991). Instructional management for

- detecting and correcting special problems. Needham Heights, MA: Allyn and Bacon.
- Hersen, M., Eisler, R. M., Miller, P. M. (1990). Progress in behavior modification: Volume XXVII. Chicago: Sycamore.
- Kaplan, J. S., & Drainville, B. (1991). Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school (2nd ed.). Austin:Pro-Ed.
- Kerr, M. M., & Nelson, C. M. (1989). Strategies for managing behavioral problems in the classroom (2nd ed.). Columbus, OH: Merrill.
- Macht, I. (1990). Managing classroom behavior: An ecological approach to academic and social learning. New York: Longman.
- Martin, G., & Pear, I. (1992). Behavior management: What it is and how to do it. Englewood Cliffs, NJ: Prentice-Hall.
- Morgan, S. R., & Reinhart, J. (1991). Interventions for students with emotional disorders. Austin, TX: Pro-Ed.
- Nelsen, J. (1987). Positive discipline. New York: Ballantine Books.
- O'Neil, R. E., Horner, R. H., Albin, R. W., Storey, K., & Sprague, J. R. (1990). Functional analysis or problem behavior: A practical assessment guide. Chicago: Sycamore.
- Poteet, J. A., & Sparzo, F. J. (1989). Classroom behavior: Detecting and correcting special needs. Needham Heights, MA: Allyn & Bacon.
- Repp, A. C., & Singh, N. N. (1990). Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities. Chicago: Sycamore.
- Rosenberg, M. S., Wilson, R., Maheady, L., & Sendelar, P. T. (1992). Educating students with behavior disorders. Boston: Allyn & Bacon.
- Rusch, F. R., Rose, T., & Greenwood, C. R. (1988). Introduction to behavior analysis in special education. Englewood Cliffs: Prentice-Hall.
- Schwartz, S. E. (1990). Coping with crisis situations in the classroom. Needham Heights, MA: Allyn & Bacon.
- Shea, T. M., & Walker, J. E. (1991). Behavior management: A practical approach. New York: Merrill.
- Ward, W.D. (1991). Applied behavior analysis in the classroom: The development of student competence. Springfield, IL: Charles C. Thomas.
- Wolery, M., Bailey, D. B., & Sugai, G. M. (1988). Effective teaching: Principles and procedures of applied behavior analysis with exceptional children. Boston: Allyn and Bacon.