Course Description: As a function of participating in this course, students will be able to:

1) Define three-tiered model of Positive Behavior Supports (PBS) and terms of the applied behavior analysis (ABA) teaching model.
2) Select and implement appropriate data collection and evaluation procedures to assess the effects of instruction and behavior support procedures.
3) Describe and design basic strategies for organizing and managing a classroom environment (e.g., physical layout, scheduling, etc.).
4) Describe characteristics of effective classroom management and effective instruction to prevent problem behavior.
5) Describe and design reinforcement strategies for increasing and maintaining positive behaviors.
6) Describe and design consequence strategies for reducing problem behaviors.
7) Describe and implement basic strategies for conducting a functional assessment of problem behavior situations.
8) Design strategies related to setting events, proactive antecedent techniques, and teaching appropriate skills/behaviors.

Course Reading Materials


**Supplemental Readings are posted on Canvas based on last name of author and year published**
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8</td>
<td>Course Overview</td>
<td>Scott 1</td>
</tr>
<tr>
<td>2</td>
<td>Jan 15</td>
<td>Looking at Behavior in a Functional Way</td>
<td>Scott 2 &amp; 3, SPED 6022 PAPER TOPICS DUE</td>
</tr>
<tr>
<td>3</td>
<td>Jan 22</td>
<td>Operationalizing Behaviors, Data Collection, &amp; Task Analysis</td>
<td>Scott 4 &amp; 5, BEHAVIOR CHANGE PROJECT (BCP) TOPICS DUE</td>
</tr>
<tr>
<td>4</td>
<td>Jan 29</td>
<td>Using Data to Know if it’s Working &amp; Culturally Responsive Classroom Management</td>
<td>Riley-Tillman 2 &amp; 3, NYU- Culturally Responsive Classroom Management, BCP OPERATIONAL DEFINITIONS DUE</td>
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<tr>
<td>5</td>
<td>Feb 5</td>
<td>Class-wide FBA &amp; Antecedent Interventions in the Classroom (Rules, Routines, &amp; Responses)</td>
<td>Scott 6, Archer 5, SPED 6022 ABSTRACTS DUE</td>
</tr>
<tr>
<td>6</td>
<td>Feb 12</td>
<td>Effective Instruction</td>
<td>Archer 6, BEHAVIOR CHANGE PROJECT: PART 1 DUE</td>
</tr>
<tr>
<td>7</td>
<td>Feb 19</td>
<td>Exam 1</td>
<td>Exam 1</td>
</tr>
<tr>
<td>8</td>
<td>Feb 26</td>
<td>Consequence Strategies to Increase/Maintain Positive Behaviors: Class-wide Group Contingencies</td>
<td>Scott 9, Hulac &amp; Benson (2010)</td>
</tr>
<tr>
<td></td>
<td>March 11</td>
<td>Spring Break – no class</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 18</td>
<td>Consequence Strategies to Reduce Problem Behavior Think Time Technology in the Classroom</td>
<td>Scott 13, Martella et al., (2003) – Chapter 8, LRBI Regulations, <a href="https://www.schools.utah.gov/file/156f0eca-0b4f-434a-a780-8335ee603f7">https://www.schools.utah.gov/file/156f0eca-0b4f-434a-a780-8335ee603f7</a> Graduate Article Critiques Due</td>
</tr>
<tr>
<td></td>
<td>March 25</td>
<td>Class Cancelled – Work on Behavior Change Project Part 3</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>April 1</td>
<td>Individual FBA, Shaping, &amp; Chaining Group Review Behavior Change Project 3</td>
<td>Scott 10-11</td>
</tr>
<tr>
<td>12</td>
<td>April 8</td>
<td>Individual FBA, Shaping, &amp; Chaining Crisis/Emergency Procedures Poster Prom Session 1</td>
<td>Colvin (1997), Mehta &amp; Albin (2003), BEHAVIOR CHANGE PROJECT: Part 3 DUE</td>
</tr>
<tr>
<td>13</td>
<td>April 15</td>
<td>Bully Prevention Poster Prom Session 2</td>
<td>For Elementary: Ross et al., (2013), For Middle/High School Stiller et al. (2013)</td>
</tr>
<tr>
<td>14</td>
<td>Apr 22</td>
<td>Exam 2</td>
<td></td>
</tr>
</tbody>
</table>
Student Evaluation

In Class Learning Activities (SPED 5022 5 pts each x 7 = 35 pts)

To provide students opportunities to apply principles learned in readings and lecture, in class learning activities will be given periodically throughout the course. Students will work on these activities in class and will be allowed to work in groups. In class activities will not be graded but students will receive 5 points for careful and considerate attempts in completing the activity. We will discuss the outcomes of each activity and students will turn in a completed activity sheet or form that was handed out for the activity. Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit. There will be no make-ups for in class learning activities. There will be 8 learning activities, 7 of which will count toward the grade. Students who participate in all 8 learning activities will receive 5 extra credit points for their 8th activity. For several in class learning activities, SPED 6022 students will be required to serve as facilitators/note takers and will turn in the activity with group members names who were present and actively participated.

Learning Checks (5 pts each X 5 = 25 pts)

To provide students opportunities to demonstrate mastery of knowledge gained from readings/lecture, learning checks will be given periodically throughout the course. Students will work on learning checks in class and will be allowed to work in groups (or can work alone). Learning checks will not be graded but students will receive five points for careful and considerate attempts in answering all questions on the learning check. STUDENTS ARE TO HAVE READ THE MATERIAL ASSIGNED FOR THAT WEEK BEFORE THEY COME TO CLASS. Students will only be allowed a short amount of time (e.g., 15-20 minutes) to complete the learning check thus it is critical that students come to class prepared. We will go over the learning checks with students/groups sharing answers. Any questions not answered by students will be for students to complete at home. Students who are absent the day of the learning check or who do not participate in the learning checks will receive no credit. There will be no make-ups for learning checks. A total of 6 learning checks will be given with only 5 counted for credit. Students who participated in all 6 will be eligible for 5 points extra credit. Questions from the learning checks will be used on the exams and it is the student's responsibility to make sure they have answered the questions correctly.

Exams (50 points each x 2 = 100):

There will be a total of two exams. Each will consist of multiple choice, true/false, and short answer. Questions on the exam will come from the readings and lectures. Students must take exams on the assigned dates during the scheduled time period with the exception of students who have documented disability accommodations.

Behavior Change Project: Operational Def (5 pts), Part 1 (20 pts), Part 2 (25 pts), & Part 3 (30 pts) = 80 points

Students will select one behavior that they seek to change. Must be for yourself, a family member or student in a school (consent required). Others require pre-approval by me. You are required to submit your topic in writing on Canvas by the third week of class. This assignment consists of three parts. Part 1 involves defining the problem behavior and gathering baseline observation data. Part 2 involves gathering functional assessment data and developing intervention strategies. Part 3 involves implementing the intervention, gathering additional data to determine if the intervention was successful and developing a poster presentation to share your results with the class. Further details on each part of the assignment will be provided in separate handouts.

The behavior change project requires students to directly observe individuals and collect data. It is the intent of these assignments that these observations be conducted in classroom settings. In order to be in schools and classrooms, students must pass a state and federal background check and have the results sent to the Utah State Board of Education. Students who do not have the required background check may not conduct their observations and data collection in classroom settings and will need to make other arrangements for the direct observations. These arrangements must be approved by the instructor.
Graduate Research Article Critique (80 pts – 10 abstracts + 70 critique)
Graduate students will evaluate published research articles related to assessment. The purpose of this assignment is to provide students opportunities to examine research not covered in class and to learn to critically evaluate research and how it applies to school contexts.

NOTE: All assignments are to be turned in on or before the due date. Late assignments will result in a loss of 10% PER CALENDAR DAY except for extreme emergencies. I reserve the right to deem what is an emergency. Assignments turned in 7 days after the due date will not be accepted.

Grading Breakdown

SPED 5022: Undergraduate Student Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In Class Learning Activities</td>
<td>35</td>
</tr>
<tr>
<td>Learning Checks (5 X 5)</td>
<td>25</td>
</tr>
<tr>
<td>Exams (50 pts x 2)</td>
<td>100</td>
</tr>
<tr>
<td>Behavior Change Project</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td>240</td>
</tr>
</tbody>
</table>

SPED 6022: Graduate Student Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Learning Activities</td>
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</tr>
<tr>
<td>Learning Checks (5 X 5)</td>
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</tr>
<tr>
<td>Exams (50 pts x 2)</td>
<td>100</td>
</tr>
<tr>
<td>Behavior Change Project</td>
<td>80</td>
</tr>
<tr>
<td>Graduate Research Critique</td>
<td></td>
</tr>
<tr>
<td>Abstracts</td>
<td>10</td>
</tr>
<tr>
<td>Research Critique Paper</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>320</td>
</tr>
</tbody>
</table>

The following percentages will be used to determine grades:

- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B - = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- D+ = 67-69%
- D = 64-66%
- D- = 60-63%
- E 59% and below

Additional Course Expectations

Classroom Etiquette, Participation, & Attendance

Student attendance and participation are essential for successful performance in the class. Please e-mail the instructor prior to class if you will be absent. If you miss a class it is your responsibility (not the instructor’s) to obtain all notes, handouts, and assignments missed. If you come in late or must leave early, please do not interrupt the class. Turn off cell phones or place on vibrate. Also, out of respect, please do not engage in conversations when the instructor or other students are talking. I reserve the right to request that you alter your behavior if I think it is problematic or request that you leave the class if necessary. You will be asked to leave the class session if you are engaging in behavior such as sleeping, text messaging, using phones/computer for e-
mail/social media or other excessive chatting (talking to your neighbor while others are talking, etc.).

My intent is for this course to be as participatory as possible, with regard to discussion and this course REQUIRES active student responding. I therefore expect that each and every member of the class will overtly participate at least once in every class session by either responding to questions or initiating comments or questions about the class presentation/discussion. This may occur in either a whole class large group context or a small group context if we’re divided into such groups for some type of activity.

Professionalism
Students in this course are expected to meet the Fitness to Teach (FIT) criteria and review the Dispositions Document located at: https://uite.utah.edu/_documents/Fitness%20to%20Teach%202018-2019.pdf


Technology-Enhanced Learning – Canvas & E-mail

All of the lecture notes and assignments for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc.) will be communicated via e-mail. Students enrolled in this course must have access to the world-wide web, an e-mail account (both supplied free by the university), and access e-mail on a consistent basis. The instructor is not responsible for students missing information due to “not checking e-mail.”

Policy Regarding Email Response: Please email me directly Leanne.hawken@utah.edu vs. through Canvas as there is a delay in receiving notice of your message via Canvas. You are expected to e-mail me well in advance of deadlines to insure you get your questions answered. Emails after 5 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. On occasion, I will respond to emails in the evening or on weekends but this should not be expected. Please plan ahead for this and do not wait until the last minute for assignment or course related needs. I often can respond to e-mails within 48 but in the past students have expected a response within an hour or two. This is not always possible and I will do my best to respond to e-mails promptly. Unless my auto-reply is on stating I am out of the office, please e-mail again if you have not heard back from me within 48 hours (during normal business hours).

Appropriate Language & Diversity

Students are expected to use appropriate language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The College of Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds. Please provide me with feedback directly (via e-mail, phone or in person) if there are any concerns related to respect in our classroom environment or other course issues.

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.
Confidentiality
In this class, it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, interventions previously tried, and outcomes. Your experience with students and their families is helpful in adding to content and understanding issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people in class to identify the student (e.g., name, school, age, parents name, etc).

Academic Misconduct
“Academic misconduct,” according to the University of Utah Student Code, “includes, but is not limited to: cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” Again, utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in ALL of your work including work completed with peers if and when appropriate. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in the University of Utah’s Student Handbook. Please read the Student Code of Academic Conduct available at: http://www.admin.utah.edu/ppmanual/8/8-10.html.

Any occurrences of academic misconduct (e.g., attempts to cheat on exams, plagiarism in writing) will be penalized to the fullest extent allowed by department, college, and university regulations.

University Policies
1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

3. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

4. Safe Zone. *What is a Safe Zone? The LGBT Resource Center offers Safe Zone trainings for faculty, staff and instructors at the U. The aim of the training is to promote inclusive teaching and foster a respectful, safe environment for lesbian, gay, bisexual, transgender, queer and questioning individuals in our classrooms. For more information, please go to: http://lgbt.utah.edu/lgbtrc-programs/safezone.php.
The purpose of this assignment is for graduate students to critically evaluate research related to behavior intervention/behavior support in schools. This assignment consists of two parts: 1) a written document that describes a critique of the research, and 2) an oral presentation to the class about your critique. For this assignment, you will choose a topic that is related to behavior support and find two research articles on that topic. Articles must come from research-related journals and not from practitioner journals (i.e., journals with cute colored pictures). Research articles/abstracts must be pre-approved by the instructor by Week 5 of class. The topics include (but are not limited to): functional behavior assessment (or analyses) at the group or individual level; PBIS for whole-school or individual, classroom, whole-school or individual behavior interventions (antecedent, instructional, or consequence; multi-tiered system of supports; principles of applied behavior analyses; data collection or representation; classroom management; behavior support plans, etc. If you are interested in a topic that is not listed above, please see the instructor to discuss further details. Although students can choose the same topic, they must summarize different articles on that topic.

Please use the headings provided on the grading sheet. That is – your paper should have the following headings:

- Title Page (See APA Manual)
- Background Information on Topic
- Results/Conclusions of Author
- Strongest Points
- Weakest Points
- Implications for Classroom Practice
- Recommendations for Future Research
- Reference Page

Also- your paper should be double-spaced and adhere to APA style in terms of grammar, language, syntax, clarity, etc.

I have elected to use a plagiarism detection service in this course (i.e., Turnitin), in which case you will be required to submit your paper to such a service as part of your assignment.

Article Abstracts (10 points).

- Students must turn in 8-10 article abstracts related to their topic. Be sure to choose articles that are similar – not just with the same population but with the same topic (e.g., both articles cover social skills with kids with autism or both cover bullying at the high school level).
- Article abstracts should be uploaded into canvas in ONE document vs. uploading 8 separate abstracts. Abstracts must include: title of article, authors, journal title, year published and paragraph summary of article. When searching, cut and paste abstracts into a word document to be uploaded. See last page of this assignment for example. Be sure to include the year of publication as articles must have been published in the last 10 years used for this assignment.
Final Grading Checklist for Research Critique (70 points)

Turn this grading sheet in with your assignment. (Minus 5 points if not attached)

1. **Title Page (2 pts).** Include title of paper, class, student’s name. Must follow APA guidelines

2. **Background information on topic (15 pts- approx. 1-2 pages).** This section describes your topic and provides necessary background information that the audience needs to know. In other words, why did the researcher/scholar write about this topic? What would an educator be interested in this topic? What were previous research/practice findings that were inadequate (or what was the impetus for the articles)?

3. **Results/conclusions of author (15 pts. 1-2 pages).** What were the results? What do the authors conclude? How did they come to that conclusion? Do you agree with the results that were found? If so, why? If not, why not?

4. **Strongest points (5 pts – 1-2 paragraphs).** In your view, what were the strengths of the articles? **Describe at least three across the two articles.**

5. **Weakest points (5 pts – 1-2 paragraphs).** In your view, what were the weaknesses of the articles? **Describe at least three across the two articles.**

6. **Implication for classroom practice (8 pts 2-3 paragraphs).** What is the take-away message for educators? Good or bad? Positive or negative? Helpful or not? How has reading these articles changed how you will do things in school settings?

7. **Recommendations for Future Research (8 pts 2-3 paragraphs).** Based on the articles, what are your (not the authors’) recommendations for future research? Where does the field of behavior support need to go? What issues, based on these articles – have not be examined?

8. **Attached a reference page in APA format (2 pts)**

9. **Proofread the Paper (10 points)**
   a. I have proofread the paper and it is free of grammar, spelling, and punctuation errors.
   b. I have had someone else proofread the paper to help catch errors.

10. **Code of Conduct**
    a. I have read the plagiarism policy passed out in class (also available online in student handbook) and to the best of my knowledge, I have not plagiarized and certify that this document is my own work except where I have directly quoted and cited other published work.
    b. I have limited the number of direct quotes used to less than one per manuscript page (points will be deducted if there is more than one quote per page).

11. **Attached Research Articles to your Paper**
    **PAPER WILL NOT BE GRADED UNLESS ARTICLES ARE ATTACHED.**
Sample Abstracts

1. Response to Intervention for Social Behavior: Challenges and Opportunities (2017)
Journal of Emotional and Behavior Disorders

Leanne S. Hawken, Claudia G. Vincent, and Joan Schumann

The goal of the three-tiered response-to-intervention (RtI) model is to catch students who are at risk early and to provide an appropriate level of intervention. Although RtI has been recommended for academic and social behavior, to date there has been little discussion about the differences associated with implementing RtI across these domains. The purpose of this article is to compare similarities and differences in RtI for academic and social behavior. In addition, some of the primary challenges associated with the implementation of RtI for social behavior are discussed. Examples of how RtI has been implemented with social behavior are provided along with recommendations for future research.

2. Emerging Literacy Views and Practices Results From a National Survey of Head Start Preschool Teachers

Leanne S. Hawken, Susan S. Johnston, Andrea P. McDonnell

The authors conducted a national survey of Head Start preschool teachers to assess their views and practices related to emerging literacy. Results indicated that Head Start teachers use a variety of strategies to promote emerging literacy, with a major focus on book knowledge/appreciation and print awareness skills. The teachers indicated that they least frequently used strategies to improve phonological awareness skills. Many of the strategies teachers reported using involved creating opportunities for children to engage in emerging literacy activities and arranging the environment to improve emerging literacy. Overall, Head Start teachers endorsed the idea that emerging literacy skill instruction should occur on a daily basis. The authors also provide implications for the current study as it relates to research and practice.

3. A Demonstration of Training, Implementing, and Using Functional Behavioral Assessment in 10 Elementary and Middle School Settings

Deanne A. Crone, Leanne S. Hawken, & Melissa K. Bergstrom

The primary goal of this project was to increase schools' resources and staff skills in providing function-based behavior support to individual students with chronic problem behaviors. Over the course of a 3-year period, 10 school teams received training in and on-site consultation on functional behavioral assessment (FBA) and behavior support planning. This article documents (a) how the teams were trained, (b) the level of FBA knowledge gained by each participating team member, (c) the extent to which critical features of FBA were implemented in each school, (d) the extent to which the training and procedures were found acceptable by school staff, and (e) lessons learned on how to train school teams to implement systems of FBA. Limitations of the current demonstration and future research directions in the area of FBA and behavior support are discussed.