INTRODUCTION AND PURPOSE
The inclusion of children with disabilities into the general education classroom has presented challenges to the structure of schools, its teachers, and the students. The notion that students with disabilities are housed in a particular place and taught by only special education and support specialists has been changed. In this evolving services system, a specific place no longer defines where students with disabilities are to go for instruction. Instead, they are currently being placed in general education classrooms that will accommodate the added diversity that students’ with disabilities bring.

Creating an effective learning environment that meets the needs of all students in these diverse classrooms is an essential responsibility for teachers. Well-planned and successfully implemented pedagogical practices, combined with effective behavior management techniques, produce a classroom ecology that maximizes the educational benefit for all students. In addition, classroom-based positive behavioral support systems and services are necessary to meet the educational needs of all students, including those with identified behavioral/learning needs, e.g. students with autism, learning disabilities, and behavioral disorders.

This course is designed to provide teachers an understanding of how environmental and personal factors intersect and can, at times, negatively affect the achievement of students with disabilities. At the conclusion of the course, candidates’ will be equipped with methodologies for ameliorating behavior factors that can impede student learning. By enabling teacher candidates to understand the inter-relationship between student based characteristics and various environmental factors, candidates will be provided information and methodologies that will positively transform the ecology of the learning environment. Included in the course is the expectation that students will conduct observations of students with disabilities in their learning environments.

Problems of Practice:

The following problems of practice are related to working with students requiring special education and related services:

- Many teachers lack a general understanding of how the use of physical space in learning environments can contribute to the success or detriment of students;
- Many teachers lack an understanding of how effective learning environments contribute to student academic engagement, motivation, independence, and confidence;
- Many teachers lack a fundamental understanding of the functions of behavior;
- Many teachers do not have adequate knowledge of how to implement effective positive behavioral support systems including how to write and implement effective Behavioral Support Plans (BSP) and Behavioral Intervention Plans (BIP);
Many classroom teachers do not have adequate knowledge of the behavioral manifestations of specific disabilities including autism spectrum disorders (ASD);
Many teachers do not have an understanding of student support services including Occupational Therapy, Physical Therapy, Speech and Language Therapy, Social Work, School Psychology, Assistive Technology, and Augmentative Communication, and do not understand how to maximize the effectiveness of collaboration with these service providers;
Many teachers do not have an understanding of their role in observing and collecting data on behaviors and writing and monitoring behavioral goals;
Many teachers do not have an understanding of the procedural safeguards afforded students in special education as they relate to behavior, crisis intervention, and student discipline.

COURSE OBJECTIVES
Course objectives are noted below, with brief descriptors of how each objective will be demonstrated and assessed. The following California Commission on Teacher Credentialing (CTC) Standards and Teacher Performance Expectations (TPEs) are addressed in this course and noted after each objective.

Upon completion of this course teacher candidates will demonstrate knowledge of:

Unit 1: Foundations of Effective Learning Environments: Establishing a Positive Classroom Culture.

1. … the relationship between effective learning environments and positive outcomes for students with disabilities TPE’s: 6 - Developmentally Appropriate Teaching Practices; 10 – Creating and managing effective environments for student learning – Instructional Time; 11 – Creating and managing effective environments for student learning – Social environment. EDUCATION SPECIALIST PROGRAM STANDARD: 1, 2, 3, 12, 14; MILD/MODERATE SPECIALTY STANDARD: 2; 3; 4; 5.

2. … the types of learning environments that contribute to increased academic, motivation, independence, and confidence for students TPE: 6 - Developmentally Appropriate Teaching Practices; TPE 10 – Creating and managing effective environments for student learning – Instructional Time; 11 – Creating and managing effective environments for student learning and Social environment. EDUCATION SPECIALIST PROGRAM STANDARD: 1, 5, 13; MILD/MODERATE SPECIALTY STANDARD: 3; 4; 5.

Unit 2: Foundations for Behavior: Understanding the Behavior Cycle in the Classroom.

3. … the historical perspectives on student behavior TPE: 13 – Developing as a professional educator - Professional Growth. EDUCATION SPECIALIST PROGRAM STANDARD: 2.

4. … the current research on the functions of behavior TPE: 13 – Developing as a professional educator - Professional Growth. EDUCATION SPECIALIST PROGRAM STANDARD: 2; MILD/MODERATE SPECIALTY STANDARD 1.

5. … the role of antecedents and consequences in the behavior cycle TPE: Engaging and supporting students in learning; TPE 6 a; b; c – Developmentally appropriate teaching practices; Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; 9 – Instructional planning. EDUCATION SPECIALIST PROGRAM STANDARD: 5, 13; MILD/MODERATE SPECIALTY STANDARD 2, 3, 4, 5.
6. … Functional Behavioral Analysis (FBA), Behavior Support Plans and Behavior Intervention Plans (BIP) TPE: Engaging and supporting students in learning; TPE 6 a; b; c – Developmentally appropriate teaching practices; Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional planning. EDUCATION SPECIALIST PROGRAM STANDARD: 1, 5, 12, 13; MILD/MODERATE SPECIALTY STANDARD: 4, 5:

7. … behavioral manifestations of specific disabilities including ASD TPE: Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional Planning. EDUCATION SPECIALIST PROGRAM STANDARD: 1; 5; 12; 13; MILD/MODERATE SPECIALTY STANDARD: 2; 4.

Unit 3: The Teacher as a Support Structure of Student Success: Helping Students Become Independent Learners.

8. … the role of the interprofessional team, e.g. teacher, therapists, social worker, psychologist, parent, in planning, implementing, and evaluating BIP TPE’s: Developing as a professional educator; TPE 12 – Professional, legal, and ethical obligations; TPE 13 – Professional growth. EDUCATION SPECIALIST PROGRAM STANDARD 1, 2, 4, 13; MILD/MODÈRATE SPECIALTY STANDARD 2, 6.

9. … the role of the teacher in observing and collecting data on student behaviors and monitoring behavioral goals TPE’s: Assessing student learning; TPE 2 – Monitoring student learning during instruction; TPE 3 – Interpretation and use of assessments; Planning instruction and designing learning experiences for students; TPE; 8 – Learning about students; 9 – Instructional planning. EDUCATION SPECIALIST PROGRAM STANDARD 1, 5, 13; MILD/MODERATE SPECIALTY STANDARD 2, 3, 4, 5.

10. … planning and implementing a BIP for students using self-directed and/or teacher directed interventions TPE’s: Assessing student learning; TPE 2 – Monitoring student learning during instruction; TPE 3 – Interpretation and use of assessments; Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional planning; Developing as a professional educator; TPE 12 – Professional, legal, and ethical obligations. EDUCATION SPECIALIST PROGRAM STANDARD 1, 5, 13; MILD/MODÈRATE SPECIALTY STANDARD 2, 3, 4, 5.

CTC STANDARDS: EDUCATION SPECIALIST

<table>
<thead>
<tr>
<th>Special Education Standard</th>
<th>Unit</th>
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<th>Description</th>
<th>Assessment</th>
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<tr>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>TYPE</th>
<th>DESCRIPTION</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Classroom Ecology:</td>
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<td>Students will complete an evaluation of their classroom attending to factors that facilitate / attenuate student participation and engagement.</td>
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<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 1, 2, 3, 12, 14; MILD/MODERATE SPECIALTY STANDARD: 2, 3, 4, 5</td>
<td>1</td>
<td>Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate knowledge of the relationship between effective learning environments and positive outcomes for students with disabilities.</td>
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<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 1, 5, 13; MILD/MODERATE SPECIALTY STANDARD: 3, 4, 5; 1</td>
<td>1</td>
<td>Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate the types of learning environments that contribute to increased academic, motivation, independence, and confidence for students.</td>
<td>Classroom Ecology: Candidates will complete an evaluation of their classroom attending to factors that facilitate / attenuate student participation and engagement.</td>
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<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 2; MILD/MODERATE SPECIALTY STANDARD: 1</td>
<td>2</td>
<td>Introduced/Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate the historical perspectives on student behavior.</td>
<td>FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.</td>
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<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 2; MILD/MODERATE SPECIALTY STANDARD 1</td>
<td>2</td>
<td>Introduced/Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate the current research on the functions of behavior.</td>
<td>FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.</td>
</tr>
<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 5, 13; MILD/MODERATE SPECIALTY STANDARD 2, 3, 4, 5;</td>
<td>2</td>
<td>Introduced/Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate the role of antecedents and consequences in the behavior cycle.</td>
<td>FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.</td>
</tr>
<tr>
<td>EDUCATION SPECIALIST PROGRAM STANDARD: 1, 5, 12, 13; MM: 4, 5</td>
<td>2</td>
<td>Introduced/Reinforced</td>
<td>Upon completion of this course teacher candidates will demonstrate Functional Behavioral Analysis (FBA), Behavior Support Plans and Behavior Intervention Plans (BIP).</td>
<td>FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.</td>
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EDUCATION SPECIALIST PROGRAM STANDARD: 1; 5; 12; 13. SPED MM: 2; 4

2 Introduced/Reinforced Upon completion of this course teacher candidates will demonstrate behavioral manifestations of specific disabilities including ASD

FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.

EDUCATION SPECIALIST PROGRAM STANDARD 1, 2, 4, 13; MILD/MODERATE SPECIALTY STANDARD 2, 6;

3 Reinforced Upon completion of this course teacher candidates will demonstrate the role of the interprofessional team, e.g. teacher, therapists, social worker, psychologist, parent, in planning, implementing, and evaluating BIP

FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.

EDUCATION SPECIALIST PROGRAM STANDARD 1, 5, 13; MILD/MODERATE SPECIALTY STANDARD 2, 3, 4, 5;

3 Reinforced Upon completion of this course teacher candidates will demonstrate the role of the teacher in observing and collecting data on student behaviors and monitoring behavioral goals

FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.

EDUCATION SPECIALIST PROGRAM STANDARD 1, 5, 13; MILD/MODERATE SPECIALTY STANDARD 2, 3, 4, 5

3 Reinforced Upon completion of this course teacher candidates will demonstrate planning and implementing a BIP for students using self-directed and/or teacher directed interventions

FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.

TEACHER PERFORMANCE EXPECTATIONS (TPEs)

<table>
<thead>
<tr>
<th>TPE</th>
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| TPE's: 6 - Developmentally Appropriate Teaching Practices; 10 – Creating and managing effective environments for student learning – Instructional Time; 11 – Creating and managing effective environments for student learning – Social environment | 1 | Reinforced | Upon completion of this course teacher candidates will demonstrate knowledge of the relationship between effective learning environments and positive outcomes for students with disabilities | Classroom Ecology: Candidates will complete an evaluation of their classroom attending to factors that facilitate / attenuate student participation and engagement. |
| TPE: 6 - Developmentally Appropriate Teaching Practices; TPE 10 – Creating and managing effective environments for student learning – Instructional Time; 11 – Creating and managing effective environments for student learning and Social environment | 1 | Reinforced | Upon completion of this course teacher candidates will demonstrate the types of learning environments that contribute to increased academic, motivation, independence, and confidence for students | Classroom Ecology: Candidates will complete an evaluation of their classroom attending to factors that facilitate / attenuate student participation and engagement. |
| TPE: 13 – Developing as a professional educator - Professional Growth | 2 | Introduced/ Reinforced | Upon completion of this course teacher candidates will demonstrate the types of learning environments that contribute to increased academic, motivation, independence, and confidence for students | FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP. |
| TPE: 13 – Developing as a professional educator - Professional Growth | 2 | Introduced/ Reinforced | Upon completion of this course teacher candidates will demonstrate the historical perspectives on student behavior | FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP. |
| TPE: Engaging and supporting students in learning; TPE 6 a; b; c – Developmentally appropriate teaching practices: Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; 9 – Instructional planning | 2 | Introduced/ Reinforced | Upon completion of this course teacher candidates will demonstrate the role of antecedents and consequences in the behavior cycle | FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP. |
| TPE: Engaging and supporting students in learning; TPE 6 a; b; c – Developmentally appropriate teaching practices: Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional planning | 2 | Introduced/ Reinforced | Upon completion of this course teacher candidates will demonstrate Functional Behavioral Analysis (FBA), Behavior Support Plans and Behavior Intervention Plans (BIP) | FUNCTIONAL ANALYSIS OF BEHAVIOR (FBA) and BEHAVIOR INTERVENTION PLAN (BIP) Assignments: Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP. |
### Assignments:
Candidate will gather classroom, the baseline data they have available, and supported literature to compose a FBA and BIP.

### TPE's:
- **Developing as a professional educator**: TPE 12 – Professional, legal, and ethical obligations; TPE 13 – Professional growth
- **Assessing student learning**: TPE 2 – Monitoring student learning during instruction; TPE 3 – Interpretation and use of assessments; Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional planning
- **Assessing student learning**: TPE 2 – Monitoring student learning during instruction; TPE 3 – Interpretation and use of assessments; Planning instruction and designing learning experiences for students; TPE 8 – Learning about students; TPE 9 – Instructional planning; Developing as a professional educator; TPE 12 – Professional, legal, and ethical obligations

### By addressing these Teacher Performance Expectations, this course assists you in preparing for the Teacher Performance Assessment (TPA) at the conclusion of this program. Completion of the TPA is required in order to be recommended for a credential from the University of Southern California.

### COURSE REQUIREMENTS
Required:


Suggested Readings


GRADE DISTRIBUTION TABLE

**Grading:** Grades reflect your total performance and your grade will be compiled on a basis of the work you complete and hand in. Late assignments will be accepted BUT the final grade will be reduced by 20% and that total will be used to compute your final grade. The following criteria for grading are used:

- **A = Outstanding** – Performance reflects an outstanding level, including integration of information, and application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearly written;
- **B = Very Good** – Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information;
- **C = Satisfactory** – Performance reflects minimal level of competency attainment, understanding and skill. Does not meet graduate level and/or professional standards;
- **D = Barely Passing** – Performance reflects attainment of some competencies;
- **F = Failing** – Performance does not meet expectations for basic competency attainment.

**Scoring:**

(Please see Course and Assignment Overview beginning on Page 11 for further detail)

Final grades will be calculated on your total points using the following percentages:

- **A** = 100 – 92%  **B-** = 82 – 80%  **D+** = 70 – 68%
- **A-** = 92 – 90%  **C+** = 80 – 78%  **D** = 68 – 62%
- **B+** = 90 – 88%  **C** = 78 – 72%  **D-** = 62 – 60%
- **B** = 88 – 82%  **C-** = 72 – 70%  **F** = below 60%

**DISTANCE LEARNING**

This course is offered both on-line and on campus; the activities, expectations and requirements are identical between the two versions. The on-line course is conducted through a combination of real time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. About 70% of the course will occur asynchronously. All candidates will be required to
complete assignments on-line, in the field and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

By this point in the program, candidates' level of technical competence should include basic knowledge of the Internet. They should have an account on, at least, one site that allows people to interact with one another (e.g. Facebook, MySpace, Skype, etc.). Basic tasks will include posting attachments, opening and posting discussion forums and uploading assignments including video clips (the mechanics of this will be taught). As in past courses, candidates will need to be able to video record their interactions with candidates (which may be accomplished through the use of a portable micro video camera) and upload edited versions (time limited) of their work. In addition, to complete assignments and access course documents, candidates should have some familiarity with Microsoft Word, Power Point, Excel, and basic Internet surfing.

Candidates will have ongoing access to the instructor and fellow classmates throughout the course. Through the Course Wall, e-mails, course calendars, and Forums, the instructor will maintain ongoing communication with candidates. These tools also provide candidates with a variety of ways to contact the instructor, share their ideas, comments and questions through private and public means. In addition, candidates will be made aware of real-time opportunities to engage in discussions with the instructor and their fellow classmates. The Course Wall provides a place for the instructor to share new information and new postings. Due dates will automatically appear both on a student’s homepage and in their calendar.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during the weekdays and will be responded to within 48 hours. The course calendar provides candidates with assignment due dates and notification of scheduled office hours for all faculty members teaching this course. Candidates may attend office hours with any instructor; however, if a student has a specific question about assignments or coursework, it is preferable to attend office hours with your instructor of record.

The Course Wall provides candidates a place to post questions, comments, or concerns regarding readings and assignments at any time during the duration of the course. In addition to weekly Class Time sessions, the Course Wall is the primary location for candidates to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and attachments will be checked weekly for updates.

In the Event of Technical Breakdowns

Candidates may submit assignments to the instructor via e-mail by the posted due date. Remember to back up your work frequently, post papers on the LMS (Learning Management System) or in Blackboard (on campus cohorts) once completed, load files onto a power drive, and keep a hard copy of papers/projects.

Standards of Appropriate Online Behavior:

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:
ACADEMIC ACCOMMODATIONS
The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university’s educational programs and activities. Although USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-7766.

ACADEMIC INTEGRITY
The University’s Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All candidates are expected to understand and abide by these principles.

Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates’ entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation.

Scampus, the USC student guidebook contains the Student Conduct Code and information on Academic Integrity. It is the student’s responsibility to be familiar with and abide by these guidelines, which are found at:

http://web-app.usc.edu/scampus/

A summary of behaviors violating University standards can be also found at:

http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/

INCOMPLETES
IN – incomplete (work not completed because of documented illness or some other emergency occurring after the 8th week of the term; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final exam); IX – lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student’s grade, the instructor will fill out the Incomplete (IN) Completion form which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by re-registering for the course, even within the designated time.

Time Limit for Removal of an Incomplete. One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered “lapsed,” the grade is changed to an “IX” and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

COURSE AND ASSIGNMENT OVERVIEW

1. Class Attendance and participation (10% of grade): Education is a social endeavor and we learn from one another. If you are not present we cannot benefit from your ideas, experiences, or observations. As such, candidates are expected to attend class each week. In additional class / discussion time is required. For details refer to the section titled Shared Dialogue.

   To receive full credit for Class Time, candidates must be connected through computer/monitor, video camera, and audio connection. Candidates connected by audio only, are not eligible for the maximum point value assigned during Class Time. In the event that you are experiencing technical problems that hinder your ability to fully participate, contact your instructor or Student Support at 888-628-5041. These types of interruptions are not frequent. If you have an emergency and make your instructor aware of an unusual or emergency situation, you will not be held accountable for such events.

   You are encouraged to ask questions, and actively participate in both planned and impromptu class discussion, so long as the discussion meets the purpose of the class. Effort invested during Class Time will reduce the effort necessary outside class. Reading and other assignments must be completed prior to participation in Class Time.

   DUE DATES: 2 hours weekly

2. Research Summaries (2 total- Formative Assessment) -10% of grade – 5% each

   Submit TWO summaries of research studies taken from current referred journals published in the Special Education/Psychology/related services literature that focuses on the general topic of behavior intervention for students diagnosed with disabilities (current assumes a study published within the past 10 years). For each assignment candidates must select studies from different journals. Each report will be typed and limited to 1.5 to 2 PAGE/DOUBLE SPACE/12 PT of text. The following is a summary of the information to be included:
Bibliographic entry using APA style, for example:


a. **Subject data**: Number of subjects, ages, sex, race, situation in which study was conducted;
b. **Purpose**: Describe why the study was conducted, include the statement of the problem;
c. **Experimental procedures**: Identify and describe research variable(s). Tell how the study was conducted. Include a BRIEF description of procedures, test instruments, research apparatus, and research design;
d. **Results**: Describe the outcome of the study including the findings, results, and conclusions. Include stated implication and significance;
e. **General Comments/Evaluation**: Critique the study, including procedural errors, and the logic of the inferences made. Include relevance to your interests and/or career goals.

**DUE DATES:**

**Research Summary #1: Due Prior to Class - Week 3**
The summary will focus on particular high incidence disability and how intervention strategies are used to change behaviors in a desired direction to help students meet their educational needs;

**Research Summary #2: Due Prior to Class - Week 7**
The summary will focus on different high incidence disability and how intervention strategies are used to change behaviors in a desired direction to help students meet their educational needs.

**NOTE**: Be sure you have chosen an article that reports research that was conducted with subjects with disabilities, e.g. Learning Disabilities; Autism spectrum, Behavior disorders. A summary, compilation or analysis or research reports will not do. If you are uncertain, show the article to your instructor ahead of time for approval.

3. **School Observation and Field Notes (Formative Assessment) - Credit/No Credit**:

Context is important to understanding children and/or adults with disabilities. All candidates will complete weekly 2-hour school-based observations. These observations are closely aligned to course assignments. Therefore, completing weekly observations is critical to meeting course objectives. As such, it is essential that you begin to develop observational skills to better understand children who present challenges to any teacher or service provider.

**Observation Protocol Forms (Formative Assessment) - Credit/No Credit**

Each candidate will complete weekly school-based observations. Therefore, completing one observation each week is essential to meeting course objective. Candidates will be required to
keep Field Notes during each observation. Candidates will synthesize field notes and share their thoughts and feelings by responding to the following prompts:

- What I see
- What I think
- What I feel

See the “observation template” provided in the Toolbox. You must complete nine-weekly observations. **Upon the completion of Unit 4, you will submit all nine Observation Protocol Forms** to your instructor.

**DUE DATE: Nine Observation Protocol Forms – Prior to Class Time – Week 10**

4. **Case Study**
   **Part 1: Observation / Proposal (Formative Assessment) – 10% of grade**
   The summary will focus on a single student from your observation classroom who has an identified disability, e.g. learning disabilities; autism spectrum disorder, behavior disorder.

Submit a 3 – 4 page paper describing a student you will follow throughout this course. Describe the student in terms of why he/she is interesting to you; the challenges that child is having in the class; beyond the student’s behavior issues, also attend to his/her strengths and include other information that describes the student, e.g. cognitive, behavioral, affective, and other pertinent information. As stated, this student will be your focus during the duration of this course. The purpose of this assignment is to describe the student in detail, what intervention strategies are currently being employed to deal with the student’s behavior(s) and their effectiveness, and to propose changes that you might use in an intervention. Your case study observation / proposal will include the following parts:

- General information that describes the student;
- A description of his/her behavior(s) in which you are interested;
- The student’s strengths; and, other information essential for understanding the student, cognitive, language, social / affective. Attend to the behaviors and operationally describe them (duration/frequency, topography);
- Information on how the behaviors have been dealt with in the classroom and the success of those efforts;
- Propose possible intervention strategies you might institute to change the student’s behavior(s).

The Case Study submission **should not exceed 3-4 double-spaced typed pages** and must include the following:

1. Description of the child, including physical description, data to understand his/her disability, learning characteristics, behavioral issues and other data that are important for understanding the child;
2. Description the environments in which the observations took place; number of children, adults, (a map of the setting might help);
3. Description of why this observation is taking place, that is, which behavior(s) to which you are attending and a clear / lucid description of these behaviors. Examples of your observational behavior might include: attending to the number of social contacts your child makes, with whom the contacts are made, the type / function of the contacts that the student makes during the observations across two different settings, e.g. play ground, lunch room, and classroom.
You might also want to attend to the interactions that a particular student makes with adults, e.g. teacher(s), paraprofessionals, others. You might attend to other behaviors of concern, e.g. time-on-task, misbehavior, type and intensity of contacts with other children, stereotypic behavior(s) and the circumstances that lead to the behavior(s) of interest.

**DUE DATE: Due Class 2**

5. **Case Study – Part 2 - Classroom Ecology Evaluation (Formative Assessment) What I see? What does it mean? How might I do things differently? – 10% of grade**

Based on class discussions and your readings, complete an evaluation of your classroom. Attend to factors that facilitate or attenuate student participation and engagement. Using your observation notes, reflect on the interactions between and among the students and adults. Are these engagements task related? What changes do you feel are warranted in the classroom. Be sure to use examples, and/or information from your readings to support your thoughts.

**DUE DATE: Due Prior to Class Time, Week 4**

6. **Case Study – Part 3 - Baseline behavioral data and analysis (Formative Assessment) - 15% of grade**

Develop a protocol for observing your student’s behaviors. Using that protocol, observe the student over a two-week period. Once you have completed these observations you will submit an analysis of the data. You will provide information on the frequency of the behavior(s); speculation on the antecedents to the behaviors and the consequence to the behaviors. You should also attend to ecological factors that could be contributors to maintaining the student’s behaviors. The organized display of the behaviors and the analysis will be submitted before class 5 in which you will discuss your findings.

**DUE DATE: Due Prior to Class, Week 6**

7. **Case Study – Part 4 - Functional Behavior Analysis (FBA) (Formative Assessment) -15% of grade**

Using your observational data and your earlier behavior analysis prepare a Functional Behavior Analysis (FBA) of the behavior and the context in which they occur, e.g. classroom, cafeteria, playground. This particular analysis is necessary for your final project, a Behavior Intervention Plan (BIP).

**DUE DATE: Due Prior to Class, Week 8**

8. **Case Study – Part 5: Behavior Intervention Plan (BIP) (15% of grade) and Presentation of Behavior Intervention Plan (5% of grade) (Summative Assessment) –Total - 20% of grade**: Part A – the written plan: Based on your data and analyses you will develop a BIP for your student. This document will include all pertinent data and analyses. Further, it will contain support from the literature that validates your plan. Your BIP should include: suggestions for changes in the classroom environment; plans for establishing consequences for the behaviors; role for the teacher and the student; how the student develops a level of independence; observation protocol to include the type of data to be gathered, and so on. Each student will make a formal 5-minute presentation on their findings during the class. The final document will be written in APA format with
appropriate citations. The narrative length should be 5 – 7 pages – tables, charts, graphs can extend its length.

Part B – Behavior Intervention Plan (BIP) Presentation
From your weekly observations you have selected one student who has diagnosed disabilities, e.g. learning disabilities; autism spectrum disorder, behavior disorder. Minimally, the student was observed two-hours each week across two or more settings, e.g. some combination of classroom, playground, lunchroom, family setting. Based on your observations and your written plan, you will present your BIP to the class during Week10.

DUE DATES: Behavior Intervention Plan (BIP) and Presentation Due Class 10

9. Shared Dialogue Groups - (Formative Assessment) - 10% of grade

a. Participation in one 45-60 minute Shared Dialogue Group is required for each unit. Candidates groups will engage in a shared discussion related to the readings and videos, upcoming Class Time topics, and/or key questions presented as part of each unit. Each group will consist of 4-6 candidates. During each meeting the role of the facilitator will be held by a different member of the group. The discussion group session will be taped and posted on the Course Wall for peers and the instructor to review. Dialogue groups will be pre-determined by the instructor. The candidate must remain in the same group for the duration of the course.

b. Throughout the course the instructor will assign different groups to bring a question or activity to Class Time related to the readings to facilitate a short discussion with their peers. Each group will be assigned this responsibility once or twice during the 10-week session.

c. Each group will select a “facilitator” who will be responsible for convening and leading the group, recording the session, and posting the link to the session the course wall. See the Shared Group Discussion rubric in the toolbox, for success with this assignment.

DUE DATES: SDG’s will meet 1 time each Unit and each group will coordinate a brief class discussion at the beginning of the following meetings: Class 4, 7 and 9

10. IRIS Modules
You will notice in this syllabus under the section “Schedule of Assignments and Topics” that some assignments have you working on an “IRIS Module.” IRIS is a free online interactive resource that translates educational research on students with disabilities into practices. To locate an IRIS Module, first go to the following website: http://iris.peabody.vanderbilt.edu. Next, click “Resources” and you will find a list of “Topics.” Locate the topic for the assignment on which you are working and, after you click that topic, you will find the IRIS Module that you are to complete. For example, let’s say that you are studying about collaboration and the assignment says “IRIS Module: Accessing the General Education Curriculum.” Go to the IRIS website and then click “Resources.” Under “Resources,” click “Assessment.” There you will find the appropriate module.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
</tr>
<tr>
<td>Research Summaries (2)</td>
<td>10</td>
</tr>
</tbody>
</table>
Effective learning environments are complex systems. It is essential for teachers to understand these systems as a whole and they have to discern the transactive effects each component in the system has on the other components in the system. In a classroom system, the animate, e.g. teachers, paraprofessionals, students, and other stakeholders, and inanimate, e.g. the physical structure of the classroom, school, play transactive roles where change anywhere in the system is felt throughout the system. A basic tenet in this course is that a classroom has a basic ecology that can be understood using systems theory. From this point of view the classroom, comprised of students and a teacher, is an insufficient model for understanding what actually taking place in the space. An observer also has to also account for the transactions between the teacher and the students, the transactions between and among the students and the teacher and how each transaction affects the individuals and how the system as a whole is affected or changed. Further, the observer must examine the role the pedagogy that is being used by the teacher, the responses of the students to both the pedagogy and the teacher. The physical space, the classroom itself, also plays a role in the system’s ecology. Its basic structure and arrangement is an active component in determining the effectiveness of the system to promote outcomes that a teacher and his students deem as positive.

From this brief overview it can be concluded that a classroom is a complex, multilayered system that requires an observer to account for how components in the system transact with the other components in the system. In such an analysis, when the observer is asked to understand behavioral changes in the system they must account for vectors that may be responsible for that change, and how intervention strategies might affect the system’s status. In this course, teacher candidates will understand the concept of the ecology of the classroom as a system; a construct in which behavior(s) can only be understood by accounting for multiple factors. They will be asked to observe in a classroom, develop a case study of a student in which behavior is analyzed, and a behavior intervention plan is developed.

In Unit 1 the student is asked to analyze the classroom in which they are observing. In this analysis they will identify components in the classroom’s ecology that facilitate / hinder student engagement and participation. Students will also observe and describe an individual student of interest.

**Objectives - Week 1**

- Candidates will be able to identify when assignments are due using the course syllabus.
Candidates will be able to summarize course assignments and expectations by referencing the course syllabus.

Candidates will be able to analyze the components of effective learning environments and the effects these environments have on learner outcomes.

In groups, candidates will be able to describe the primary factors that create an effective learning environment.

Candidates will be able to synthesize the components of an effective learning environment and report to the group.

**Required Reading Week 1**


- Janney & Snell pages 21-27

**Assignments – Week 1**

- Review syllabus.

- **Begin Case Study – Part 1: Observation / Proposal Due (Due Prior to Class, Week 2)**
  - With the assistance of your mentor teacher, select a student you will follow during the rest of the course. Describe the child in terms of why he/she is interesting; challenges that child is having in the class; and his/her strengths. Include other information that describes the student; cognitive, behavioral, affective, & other pertinent information.
    - This student will be a focus during this course, therefore it is important to describe student in detail. This case study will include the following parts:
      - 1. General information describing the student;
      - 2. Description of behavior(s) or interest, operationally described, e.g. duration/frequency, topography.
      - 3. Information on how the behaviors have been dealt with in the classroom and the success of those efforts.
  - Upload your description of the child on or before Class Time in Week 2
  - See the Course and Assignment Overview (page 11) for more detail.

- **IRIS Module: Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan**
  - This module discusses the importance of establishing a comprehensive classroom behavior management system. It explores the dimensions of the PAR model

- Field Observation 1

- Class Time

**Objectives – Week 2**

- Candidates will be able to describe environments that contribute to active engagement and participation of students.

- Candidates will be able to describe a child using data, learning characteristics, behavioral issues, and the environment in which the observations occurred (Case Study Observation/Proposal).

**Required Reading – Week 2**
Week 2 Assignments

- Case Study – Part 1: Observation / Proposal Due
- Begin Case Study Part 2: Classroom Ecology (Due Class 3)
  
  *What do I see? What does it mean? How might I do things differently?*
  
  o Based on the discussion today and your readings, complete an evaluation of your classroom. Attend to factors that facilitate / attenuate student participation and engagement. Use your observation notes; reflect on interactions between & among students / adults. Are these engagements task related? What changes do you feel are warranted in the classroom? Use examples, and/or information from your readings to support your thoughts.
  
  o See the Course and Assignment Overview (page 11) for more detail.

- **IRIS Module: Classroom Management (Part 2): Learning the Components of a Comprehensive Behavior Management Plan:** This module neatly complements the first behavior module, encouraging students to create and print rules and procedures for their own classrooms based on the PAR model.

- Field Observation 2

- Class Time – Shared Dialogue Group 1 presentation

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Unit 2

**Foundations for Behavior: Understanding the Behavior Cycle in the Classroom**

**Weeks 3, 4, 5, 6, and 7**

In Unit 2 Teacher Candidates (TC) are asked to analyze behaviors of students in their observation classrooms. In this classroom context the TC is asked to determine possible meanings behind the behaviors, factors that might be contributing to the behaviors, and what modifications to the classroom ecology that will attenuate / facilitate particular behaviors. TC’s will also develop an observational protocol for observing student behavior and determine an effective means for gathering data that can be used to determine a baseline of behavior. Once an intervention is begun, the efficacy of the intervention can be determined. Teacher candidates will demonstrate their skills in observing behavior by completing a Functional Behavior Analysis and, based on that analysis, they will develop a Behavior Intervention Plan.

**Objectives – Week 3**

- Candidates will be able to explain the foundations for student behavior(s).
- Candidates will be able to evaluate a classroom environment based on factors that facilitate or attenuate student participation and engagement (Classroom Ecology).
- Candidates will be able to recommend modifications to the classroom environment using examples from course readings (Classroom Ecology).
- Candidates will be able to summarize how a high incidence disability is met with intervention strategies to change behaviors in a desired direction to help students meet their educational needs (Research Summary #1).
Required Reading – Week 3

Levin & Nolan: 3 & 4.
Henley: Chap 4 & 5
Janney and Snell: 44-46; 56-59; 88-93

Assignments – Week 3

- Begin Baseline Case Study – Part 3: Behavioral Data and Analysis for focus student
- Research Summary part I due
- Field Observation 3
- Class Time

Objectives – Week 4

- Candidates will be able to analyze a behavior event using the “ABC’s of Behavior.”

Required Reading – Week 4

- Levin & Nolan: Chapters 1 & 2
- Janney & Snell: pages 59-82

Assignments – Week 4

- Continue Case Study – Part 3: Baseline Behavioral Data and Analysis
- Case Study II Due
- Shared Dialogue Group I class presentation
- **IRIS Module:** Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan: This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described. Steps 1,2 and 3 only
- Field Observation 4
- Class Time

Objectives – Week 5

- Candidates will be able to define the components of a Functional Behavior Analysis (FBA).
- Candidates will be able to describe the relationship between a Functional Behavior Analysis (FBA) and a Behavior Intervention Plan (BIP).
- Candidates will be able to develop a protocol for observing student behaviors (Baseline Behavioral Data and Analysis).
- Candidates will be able to analyze student behavior based on an observational protocol (Baseline Behavioral Data and Analysis).

Required Reading – Week 5

- Janney & Snell: pages 82-87

Assignments – Week 5
• **IRIS Module:** Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan: This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described. Steps 4, 5, 6 and 7 only

• Field Observation 5

• Class Time

**Objectives – Week 6**

- Candidates will be able to explain and recommend strategies for ameliorating common behavior problems using classroom scenarios.
- Candidates will be able to describe a high incidence disability and how intervention strategies are used to change behaviors in a desired direction to help students meet their educational needs. (Research Summary #2).

**Required Reading – Week 6**

- Levin & Nolan: Chapters 7 & 8
- Janney & Snell: Pages 66-70

**Assignments – Week 6**

- Case Study 3 due
- **IRIS Module:** Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle: The first in a two-part series, this module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases.
- Field Observation 6
- Class Time

**Objectives – Week 7**

- Candidates will be able to describe interventions for chronic behavior issues using student scenarios.
- Candidates will be able to analyze student behavior in relationship to the context in which they occur (Functional Analysis of Behavior – FBA).
- Candidates will be able to describe a high incidence disability and how intervention strategies are used to change behaviors in a desired direction to help students meet their educational needs. (Research Summary #2).

**Required Reading – Week 7**

- Levin & Nolan: Chapter 9 & 10
- Janney & Snell: pages 98 - 120

**Assignments – Week 7**

- Research Summary #2 due
- Case Study – Part 5: Begin Behavior Intervention Plan (BIP): Based on your base line data and your FBA begin planning an appropriate Behavior Intervention Plan (BIP). The plan will be structured on the data you have gathered on the classroom, the
baseline data that you have available, and supported by the literature. This plan is due Unit 10. Each of you will present your plan to the class in a 5-minute presentation.

- **IRIS Module:** Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions: The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors.

- Field Observation 7
- Class Time – Shared Dialogue Group 2 Presentation

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**Unit 3**

**The Teacher as a Support Structure of Student Success:**

**Helping Students Become Independent Learners**

**Weeks 8, 9 and 10**

Behaviors interventions can take many forms, and they can involve the student or they can be largely employed without student input. In Unit 3 the role of the student in developing, implementing, and evaluating behavior management plans is explored. The notion of student involvement in decisions concerning classroom ecology is an important consideration from a systems perspective in that the student is an active participant in such a system. Although interventions can be developed and imposed without student involvement, changes in the classroom system may be short lived. In order for behavioral changes to be sustained, it is important to involve students in the process of creating effective classroom ecologies. By involving students in the process and the implementation of managing their own behaviors the student becomes an independent learner who is increasingly responsible for their own progress.

In Unit 3, TCs will understand the efficacy of involving students in creating a learning environment that is desirable for the student and the teacher, in other words for all stakeholders in the environment are involved in that creation. Based on class discussions and readings, TCs will incorporate student participation in the creation of their BIP.

**Objective – Week 8**

- Candidates will be able to apply proactive intervention strategies to manage chronic behavior issues in a classroom simulation activity.

**Required Reading – Week 8**

Henley: Chapter 7 & 8
Janney & Snell: pages 121-126

**Assignments – Week 8**

- Case Study – Part 4: Functional Analysis of Behavior (FBA) Due

  Case Study – Part 5: Begin Behavior Intervention Plan (BIP):
  
  Based on your base line data and your FBA begin planning an appropriate Behavior Intervention Plan (BIP). The plan will be structured on the data you have gathered on the classroom, the baseline data that you have available, and supported by the literature. This plan is due Unit 10. Each of you will present your plan to the class in a 5-minute presentation.
**IRIS Module:** SOS: Helping Students Become Independent Learners: This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal setting, and self-reinforcement.

- Field Observation 8
- Class Time

**Objectives – Week 9**
- Candidates will be able to compare specific disabilities to behavior issues.
- Candidates will be able to describe the relationship between classroom ecology and the Individualized Education Plan (IEP).

**Required Reading**
- Henley: Chapter 9
- Levin & Nolan: Chapter 10 revisited

**Assignments**
- Group #3 Shared Dialogue Group Class presentation
- Case Study – Part 5: Continue Behavior Intervention Plan (BIP)
- Field Observation 9
- Class Time

**Objectives – Week 10**
- Candidates will be able to define the teacher’s role in planning, implementing and evaluating Behavior Intervention Plans.
- Candidates will be able to suggest modifications for the classroom environment using research-based literature and data analysis (Behavior Intervention Plan- BIP).

**Required Reading**
- None

**Assignments**
- Case Study – Part 5: Behavior Intervention Plan (BIP) Due
- Class Time - BIP presentations and discussion of teacher’s role in implementing such plans
- Field Observation Forms Due