A. COURSE DESCRIPTION:

This course addresses how to assess and provide behavioral supports for students with exceptionalities in the school, home, and community. Emphasis is placed on evidence-based practices for targeted and intensive levels of behavioral need.

B. PREREQUISITIES:

Full PTEP Admission.

C. RELATIONSHIP OF THIS COURSE TO THE PROGRAM KNOWLEDGE BASE:

The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

This course develops an understanding of addressing problem behaviors and implementing research-based strategies that are needed to optimize a student’s opportunity for academic and personal growth.

D. PROFESSIONAL STANDARDS MET:

[see Appendix A for details]

The knowledge base for receiving institutional recommendation for the Special Education (Generalist) license at the University of Northern Colorado requires competencies in the following program standards:

**Colorado Department of Education (CDE) Standards for the Special Education Generalist:** 9.06 (3)(b-c); 9.06 (5)(a); 9.05 (5)(a)(i-vi); 9.06 5(b); 9.06 (5)(b)(i-vi); 9.06 (5)(c)(i-ii); 9.06 (5)(h-i); 9.06 (5)(i)(iv); 9.06 (7)(d).
E. COURSE GOALS AND OBJECTIVES:

1. Describe the historical foundations and the educational system as it relates to students who have behavioral needs.
   a. Describe models and theories of deviance and behavior problems.
   b. Describe the historical foundations, classic studies, major legislation, and current issues related to the knowledge and practice of students who have behavioral needs.
   c. Describe the psychological and social-emotional characteristics of individuals with exceptionalities as it relates to behavioral needs.
   d. Describe the historical cultural perceptions of behavioral challenges.

2. Apply formal and informal behavioral assessments in the classroom.
   a. Conduct valid and reliable formal and informal behavior assessments for problematic behaviors, including a functional behavioral assessment
   b. Collect data regarding student behavior, to determine whether student actions are a manifestation of a disability, and/or to address such implication(s) in the expulsion process.
   c. Assess and report progress regarding student attainment of annual behavior goals and objectives.
   d. Describe the strengths and limitations of a wide variety of formal and informal behavior assessment instruments, and use these tools to guide the development of behavior intervention plans and instruction.
   e. Investigate cultural assumptions and biases throughout the behavioral assessment process.

3. Describe how to create a safe and productive learning environment that is conducive to the students’ cognitive, social, and behavioral needs.
   a. Apply educational theories regarding student learning and motivation to instruction delivery.
   b. Create a learning environment characterized by appropriate student behavior, effective use of time, a consistent classroom routine, adapting the physical environment, and fostering an understanding of a safe and productive learning environment that is responsive to the physical, social, cognitive, academic, linguistic, cultural, and functional needs of student learners.
   c. Apply effective research-based classroom management and organizational techniques, including the implementation of behavior support systems to the needs of individuals and groups of students.
   d. Select and use specialized materials and instructional strategies according to the abilities and needs of the individual, including technology, materials and resources, and discuss the advantages and limitations of instructional strategies and practices for teaching individuals who have behavioral needs.
   e. Practice culturally competent practices in the classroom.
4. Apply knowledge and practical application to the creation, implementation and maintenance of a Behavior Intervention Plan (BIP) that promotes students’ cognitive, social and behavioral growth using culturally responsible practices.
   a. Interpret, design, and implement appropriate behavioral support systems, based on data drawn from functional behavioral assessments.
   b. Develop measurable behavioral goals, objectives, and adaptations, based on a student’s behavioral needs.
   c. Collect data on student achievement, incorporated into the development of Individual Education Plans (IEP).
   d. Modify student behavior plans, in a timely way, based on student data and describe their understanding of applied behavior analysis (ABA) procedures.
   e. Demonstrate application of positive behavioral support techniques, and describe the theory of reinforcement techniques for individuals with exceptionalities.
   f. Create a BIP that demonstrates a goodness of fit within the student’s personal, classroom, and home culture.

5. Apply self-management techniques for students who have behavioral needs.
   a. Develop and implement behavior intervention plans (BIP) that promote student independence and self-determination.
   b. Develop an understanding of social skills training that includes teaching individuals with exceptionalities to give and receive meaningful feedback from their peers and adults, problem solving and conflict resolution skills.
   c. Explore self-management as it relates to the personal culture of the student.

6. Create collaborative opportunities among special educators, parents, general educators, related service professionals and paraprofessionals when creating behavior intervention plans.
   a. Develop and implement behavior plans, in cooperation with other team members, which incorporates research-based instructional strategies into teaching about, and the student acquisition of, problem solving, conflict resolution, and social interaction skills, including strategies that may be applied when a medical condition must be considered, in terms of its current or potential effect on a student’s learning and/or behavior.
   b. Provide information to general education teachers about effective classroom management practices and organizational techniques that address the needs of groups of students, with varying instructional needs.
   c. Collaborate with parents about the use appropriate behavior management and counseling techniques.
   d. Explore family culture throughout the collaborative process.

7. Apply legal, ethical and professional issues to working with students who have behavioral needs.
   a. Describe the legal, judicial, and educational systems to assist individuals with exceptionalities.
   b. Describe legal and ethical practices related to the constraints of children who exhibit severe problem behaviors.
   c. Identify and describe the CEC code of Ethics.
   d. Investigate family information and support groups for individuals with exceptionalities.
F. CONTENT OF THE COURSE:

Course delivery will be accomplished through lectures, class discussions, case studies, field-based experiences, role-playing, and analyses.

1. Past and Present: Historical foundations and the educational system
   a. Educational theories
   b. A historical account of the treatment of people with exceptionalities
   c. Psychological and social-emotional characteristics of individuals with exceptionalities
   d. Historical cultural perceptions of behavioral challenges

2. Formal and informal behavioral assessments in the classroom
   a. Functional Behavior Assessment (FBA)
   b. Data collection
   c. Ongoing assessment practices
   d. Strengths and limitations of behavior assessment practices
   e. Cultural assumptions and biases

3. Creating effective learning environments
   a. Relating educational theories to instruction
   b. Creating a safe and productive learning environment
   c. Research-based classroom management and organizational techniques
   d. Implementing specialized materials and instructional strategies
   e. Culturally competent practices

4. Creating, implementing and maintaining a Behavior Intervention Plan (BIP)
   a. Creating a BIP
   b. Developing measurable goals, objectives, and adaptations
   c. Collecting data
   d. Modifying student behavior plans
   e. Positive behavioral support (PBS) techniques
   f. Goodness of fit

5. Self-management and self-determination
   a. Promoting self-determination
   b. Social skills training
   c. Cultural Implications

6. Collaborative partnerships
   a. Team planning
   b. General educators
   c. Parents
   d. Cultural Considerations

7. Legal, ethical and professional issues.
   a. Legal, judicial, and educational systems
   b. Legal and ethical practices
   c. CEC code of Ethics
   d. Family information and support groups
G. COURSE REQUIREMENTS: (guidelines are provided for each of these assignments at the assignments link on Blackboard: www.blackboard.unco.edu)

(Refer to the due dates in the schedule)

<table>
<thead>
<tr>
<th>Expectations</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>25</td>
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<tr>
<td>Functional Behavior Assessment and Behavior Intervention Plan &amp; Reflective APA Paper</td>
<td>100</td>
</tr>
<tr>
<td>4 quizzes</td>
<td>30</td>
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<tr>
<td>Bully Brochure – partner or trio work (work within unit)</td>
<td>20</td>
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<tr>
<td>Personal Journal (4 entries total @ 10 points each)</td>
<td>40</td>
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<tr>
<td>Behavior Training</td>
<td>60</td>
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<td>TOTAL</td>
<td>275</td>
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1. **Class Readiness, attendance, and participation**: There will be participation assignments immersed throughout the course units. It is important for you to be aware of those and go through each unit folder thoroughly (25 points).

2. **Functional Behavior Assessment and Behavior Intervention Plan**: The teacher candidate will conduct a Functional Behavioral Assessment (FBA) for a student who exhibits one or more challenging behaviors.
   a. Operationally define the target behavior(s)
   b. Describe the measurement procedures
   c. Conduct formal observations of the student (over at least 2 weeks time or an obvious trend)
   d. Conduct 2 informal assessments (i.e., interviews, review cumulative file, IEP review), for data triangulation.
   e. Document baseline quantitative data in table and graph (excel) form
   f. Report qualitative data in narrative form.
   g. Describe hypothesis for problem behavior including: the antecedents, consequences, and the interpretation of the assessment findings.

After conducting the FBA, the teacher candidate will create a behavior intervention plan (BIP) using research-based strategies
   a. Address all of the behaviors the student exhibited
   b. Directly relate the BIP to FBA findings
   c. All interventions must be evidence-based step-by-step replicable (references required for justification)
   d. Include a crisis management plan step-by-step
   e. Include fidelity of implementation plan for all interventions.
   f. Include a competing behavior pathway
   g. APA paper justifying the interventions chosen (citing at least 3 references), and a discussion of the practical and philosophical experiences gained from the aforementioned activities. Write a separate 5-page reflective Discussion – It will be in APA formatting and thus will include a cover page (page 1), page numbers, running headers, in-text citations, NO ABSTRACT page, body of paper (5 pages), and References page(s) (page 6). Double-space your work and follow APA formatting, especially for referencing. This reflection describes what you did, justifies your research-based decisions about data collection and interventions chosen and
discusses the practical, philosophical, and thought provoking experiences that you had when
doing your FBA/BIP planning. Include an explanation of the references that were most
influential in guiding you through this process.
Use the APA video for step-by-step guide to formatting your papers. You can find this video at
http://www.youtube.com/watch?v=9pbUoNa5tyY
(100 points total for entire FBA/BIP/Paper).

3. **Quizzes**: There are 4 quizzes across the course. They cover readings and course activities (30 points
total).

4. **Bully Brochure**: The brochure will be created from materials provided. There is no designated
format, only designated content. This is within a unit and can be completed with a partner or a trio of
colleagues. Each individual will submit a copy of the brochure created (20 points total).

5. **Personal Journal**: The teacher candidate will create a personal journal about the course. A total of
four journal entries are required—these may be daily, but not just one. Each entry should be written
much like a journal about the teacher candidates’ thoughts/perceptions/reflections about the class
readings as they pertain to course content and the application of course material into practice (40 points
total).

5. **Behavior Training**: The teacher candidate will locate and read ten resources (e.g., articles, books,
modules) about culture and behavior. The candidate will transfer the knowledge gained from this
research into a paraprofessional training. The training will describe the relationship between culture and
behavior and professional implications for practice in the home, school, and community. The training
should include at least three objectives, a training outline, resources to present the training (e.g., power
point, Prezi), one built in activity, and an exit evaluation. NOTE: It is not required to present the
training. It will be shared with your colleagues. (60 points total).

**H. GRADING CRITERIA:**

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**I. REQUIRED READINGS:**

Purchased Texts:


**J. SUGGESTED READINGS:**


**K. Accommodations Statement**

Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

**L. Academic Honesty**

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html).

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project...
done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.

N. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.