

USU ALTERNATIVE TEACHER PREPARATION PROGRAM

Course Syllabus

SPED 5350: Teaching Students with Mild/Moderate Disabilities I (3 credits) **Fall Semester**

Location: Monday nights 4:30-7:30
USU Extension, Granite Education Center (GEC), Salt Lake City, UT

Course Instructor: Marilyn Likins, Ph. D., (801) 272-1091 ext. 221, marilyn@nrcpara.org

Course Website:

This course is taught through Blackboard Vista. On the class website, you will be able to access the course syllabus, readings, assignments, view your scores on assignments, receive up-to-date announcements concerning the course, download handouts for a class lecture, and communicate with the instructor and your classmates.

Course Overview

The purpose of this course is to provide you with information and skills in the area of classroom and individual behavior management procedures. The emphasis will be on research-validated strategies that you will be able to apply in your everyday instructional situations.

You will learn positive procedures for dealing with challenging behaviors, and you will learn ways to prevent misbehavior from occurring in the first place. You will also learn the basic skills required to design and implement interventions to improve student adjustment in school settings.

In addition to mastering content presented in the textbooks, you will apply the information through classroom-based activities, reflective assignments, lab simulations and analyze actual cases in which classroom behavior management is a key issue. The case study method is used to help students apply knowledge of behavior management principles and practices.

This course is taught by university professors, selected administrators and master teachers in school districts that are part of the USU Alternative Teacher Certification Program. As such, the information will not only address the Utah State Office of Education standards for mild/moderate licensure to teach special education, but the information will apply directly to your assigned schools and employing districts.

Texts: Three texts will be used throughout this course.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West.

Rhode, G., Jenson, W.R., & Reavis, H.K. (1994). *The tough kid book*. Longmont, CO: Sopris West.

Alberto, P.A., & Troutman, A.C. *Applied behavior analysis for teachers (8th edition)*. Columbus, OH: Merrill & Prentice Hall.

Available from: USU Bookstore Express-A-Book @ 1-800-662-3950 Utah State University, Border's Books or Amazon.com

Course Requirements

1. Attendance:

Because of the nature of the ATP program, attendance for the **full class time** is expected of all students. Given the expectation of the school district and Utah State Office of Education that you complete your special education licensure during your enrollment in this program, attendance at class **must have a priority over other responsibilities** (i.e., coaching, part-time jobs, etc). Attendance requirements are:

- Attend each class having read the week's assigned readings and having completed any classroom-based or Web activity. You should be prepared to participate and share during class time.
 - Students are responsible for getting to class on time and will be expected to remain in class unless previously arranged with the instructor. If tardiness becomes a problem, professional points will be deducted.
 - If students are late or absent, they are *responsible for getting class information from their colleagues*.
 - To receive a passing grade, **only 2 excused absences with prior notice** are allowed. A student who misses more than two classes during the semester will be in jeopardy of not passing the class and will be expected to arrange a meeting with Dr. Marilyn Likins to discuss your progress.
2. Submit all assignments and take exams on the dates announced by the instructor or specified in the syllabus. Product guides specifying the expectations and requirements for assignments as well as a study guide and dates for exams will be made available. *If you need specific accommodations, it is your responsibility to notify your instructor in advance.*
3. Maintain confidentiality of students during class discussions and in written assignments, i.e., Do not include student' name or identifiable information in documents or use his/her name in class discussions.
4. Behave in an ethical and professional manner in class and in completing assignments at your school site. Behavioral expectations include:
- Respecting the instructor and classmates' time by not dominating class discussion with personal issues, examples, and concerns.
 - Restraining from side conversations with classmates during presentations by the instructor, guest presenters, and/or classmates.
 - Attending to and participating in class discussion.

- Maintaining order and cleanliness in the classroom by leaving the room as it was when you arrived, not using supplies left in the room by the classroom teacher, and carrying out all garbage to receptacles in the hallways or outside.
- Resolving issues and concerns about assignments or expectations privately with the instructor and/or instructional coach.

Assignments/tasks are as follows:

- A **midterm exam** over textbook readings and in-class presentations
- A **final exam** over textbook readings and in-class presentations.
- A **data collection** application assignment: Students will practice collecting several types of data, summarizing, analyzing, and graphing the data.
- A **functional behavioral assessment (FUBA)** application assignment: Students will identify and define one problematic behavior for a student and collect and analyze a variety of data to determine the function or purpose of the behavior.
- **Four web assignments:** 4 short web assignments will be given over the first few weeks of class. Each one should take 10-15 minutes to complete and another 5 minutes to submit on-line. They are designed to reinforce and extend the concepts taught in class.

Grading

Points assigned to each task are as follows:

Midterm	70
Final exam.....	100
Data collection task.....	81
Web Assignments (4).....	20
Functional assessment task.....	55
Professional points/attendance.....	24
TOTAL POINTS POSSIBLE.....	340

NOTE: Late assignments and projects will receive a **5 point reduction on the final grade of the assignment for EACH CALENDAR DAY LATE**. It is the responsibility of the student to get the late assignment to the class instructor and to contact the instructor and make arrangements regarding when and how the late assignment will be delivered. It is your responsibility to get the late assignment to the Class Instructor. Please review the feedback on your assignments and check for addition errors! If addition errors are incorrect or you do not understand why you lost points, please email the course instructor immediately.

ADA Accommodations

Students needing accommodations must contact the instructor to review identified needs and provide documentation of needed accommodations. Arrangements must be made within the first two weeks of class.

Grading Scale

Semester letter grades for will be assigned based on percentage of the total points earned as follows:

A = 100-95%;	A- = 94-90%	
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = below 60%		

NOTE:

An incomplete grade will only be given under circumstances specified in USU's policy**. Incomplete grades will not be given for poor performance. You will have opportunities to turn in work ahead of time for instructor feedback. In addition, poor grades (or at least grades lower than you desire) stand. No opportunities for improving a grade will be provided.

Only a semester grade of "C" or higher may be counted toward licensure.

See USU Policy Statements included in this link.

**CEC Common Core (ICC) and Individualized General Curriculum (IGC) Standards,
Course Objectives, and Student Evaluation**

<u>Course Objectives</u>	Common Core (ICC) and Individualized General Curriculum (IGC) Standards	<u>Instructional Activities and Student Evaluation</u>
Models, theories, philosophies and research methods that form the basis for special education practice.	ICC1, K1	<ul style="list-style-type: none"> • Lecture/Small group discussion • Evaluate video examples • Chapter study guides • Midterm
Laws, policies, and ethical principles regarding behavior management planning and implementation.	ICC1K2	<ul style="list-style-type: none"> • Lecture/Small Discussion • In-class practice • Chapter study guides • Final exam
Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and schools related to exceptional learning needs.	ICC1, K4	<ul style="list-style-type: none"> • Lecture/Small group discussion • Midterm
Models and theories of deviance and behavior problems.	IGC1K2	<ul style="list-style-type: none"> • Lecture/Small group discussion • Midterm
Continuum of placement and services available for individuals with exceptional learning needs.	IGC1K5	<ul style="list-style-type: none"> • Lecture/Small group discussion
Principles of normal and concept of least restrictive environment	IGC1K8	<ul style="list-style-type: none"> • Lecture/Small group discussion • Readings
Theory of reinforcement techniques in serving individuals with exceptional learning needs.	IGC1K9	<ul style="list-style-type: none"> • Lecture/small group discussion • Midterm
Typical and atypical human growth and development	ICC2K1	<ul style="list-style-type: none"> • Lecture/Small group discussion • Readings
Education implications of	ICC2K2	<ul style="list-style-type: none"> • Lecture/Small group

characteristics of various exceptionalities		<ul style="list-style-type: none"> discussion Readings
Effects an exceptional condition can have on an individual's life	ICC3K3	<ul style="list-style-type: none"> Lecture/Small group discussion
Impact of multiple disabilities on behavior	IGC3K3	<ul style="list-style-type: none"> Lecture/Small group discussion
Prevention and intervention strategies for individuals at risk for a disability	IGC4K4	<ul style="list-style-type: none"> Lecture/Small group discussion Teach Live Lab
Strategies for integrating student initiated learning experiences into ongoing instruction	IGC4K5	<ul style="list-style-type: none"> Lecture/Small group discussion Teach Live Lab
Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs.	IGC4S1	<ul style="list-style-type: none"> Lecture/Small group discussion Classroom observation Role play/practice Teach Live Lab
Modify pace of instruction and provide organizational cues	IGC4S6	<ul style="list-style-type: none"> Classroom observation Role play/practice Teach Live Lab
Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs.	IGC4S9	<ul style="list-style-type: none"> Lecture/Small group discussion Classroom observation Role play/practice Teach Live Lab
Use responses and errors to guide instructional decisions and provide feedback to learners	IGC4S12	<ul style="list-style-type: none"> Teach Live Lab Classroom observation

Demands of learning environments	ICC5,K1	<ul style="list-style-type: none"> • Lecture/small group discussion • Functional Assessment assignment
Basic classroom management theories and strategies for individuals with exceptional learning needs.	ICC5, K2	<ul style="list-style-type: none"> • Lecture/ Demonstration • Evaluate in-class video examples • Chapter study guides • Midterm/Final exam
Effective management of teaching and learning.	ICC5, K3	<ul style="list-style-type: none"> • Lecture/Small group discussion • Final
Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	ICC5K4	<ul style="list-style-type: none"> • Classroom observation • Administrative Checklist
Methods for ensuring individual academic success in one-to-one, small group, and large-group settings	IGC5K3	<ul style="list-style-type: none"> • Lecture/class discussion • Teach Live Lab
Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.	ICC5, S1	<ul style="list-style-type: none"> • Lecture/Small group discussion • Classroom observations
Design learning environments that encourage active participation in individual and group activities.	ICC5S4	<ul style="list-style-type: none"> • Classroom Management Assignment • Classroom observations • Administrative Checklist • Teach Live Lab
Modify the learning environment to manage behaviors	ICC5S5	<ul style="list-style-type: none"> • Lecture • Assignment • Classroom observation • Teach Live Lab
Establish consistent classroom routines for individuals with exceptional learning needs.	IGC5S6	<ul style="list-style-type: none"> • Classroom observation • Lecture/small group discussion
Use effective and varied behavior management strategies.	ICC5S10	<ul style="list-style-type: none"> • Lecture/Small group discussion • Classroom observation

<p>Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.</p>	<p>ICC5S11</p>	<ul style="list-style-type: none"> • Lecture/Small group discussion • Classroom observation • Midterm exam
<p>Design and manage daily routines.</p>	<p>ICC5S12</p>	<ul style="list-style-type: none"> • Lecture • Classroom observation • Assignment • Teach Live

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.	ICC6K3	<ul style="list-style-type: none"> • Lecture/small group discussion • Midterm exam
Use functional assessments to develop intervention plans	ICC7S4	<ul style="list-style-type: none"> • Lecture/small group discussion • Assignments
Use task analysis	ICC7S5	<ul style="list-style-type: none"> • Lecture/small group discussion • Assignments
Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.	IGC7S1	<ul style="list-style-type: none"> • Lecture/Small group discussion • Small group activities • Final Exam
Evaluate instruction and monitor progress of individuals with exceptional learning needs.	ICC8, S8	<ul style="list-style-type: none"> • Lecture/Small group discussion • Data collection & FUBA assignments • Teach Live Lab • Midterm/Final
Create and maintain records.	ICC8, S10	<ul style="list-style-type: none"> • Lecture/Small group discussion • Classroom observations
Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs.	IGC8S1	<ul style="list-style-type: none"> • Lecture/Small group discussion • Written assignments • Product guides
Importance of the teacher serving as a model for individuals with exceptional learning needs.	ICC9K2	<ul style="list-style-type: none"> • Lecture/Small group discussion • Written assignments • Product guides
Practice within one's skills limit and obtain assistance as needed.	ICC9S7	<ul style="list-style-type: none"> • Lecture/Small group discussion • Final Exam
Use verbal, nonverbal, and written language effectively.	ICC9S8	<ul style="list-style-type: none"> • Written assignments • Small group discussions • Classroom observations

Reflect on one's practice to improve instruction and guide professional growth.	ICC9S11	<ul style="list-style-type: none">• Written assignments• Small group discussions
Maintain confidential communication about individuals with exceptional learning needs.	ICC10S1	<ul style="list-style-type: none">• Written assignments• Small group discussions Lecture