

College of Education
Seattle University
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Special Education Program
Department of Teaching and Learning

Fall 2008 SPED 543-01

**The College of Education's Organizing Theme:
The College of Education prepares ethical and reflective professionals for quality
service in diverse communities.**

**Mission Statement of the Special Education Program:
Preparing teachers to effectively work with students who have
exceptional learning needs from diverse backgrounds and preparing
teachers to become leaders in the field.**

Course Information

SPED 543, 3 credits
Introduction to Behavior Disorders
& Intervention
Location: Loyola 301
Wednesday: 4:15-6:55

Instructor

Cinda Johnson, Ed.D.
Loyola 308
Office hours: By Appointment
Phone: 206-296-5888
Email: cinda@seattleu.edu

Required Texts

Walker, H., Ramsey, E., & Gresham, F. (2004). *Antisocial behavior in school: Evidence-based practices*. Belmont: Thomson-Wadsworth. Listed in calendar as ABS.

Crone, D., & Horner, R. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*. New York: Guilford Press. Listed in calendar as PBS.

Additional readings and information will be provided via class site on Angel:
(<https://angel.seattleu.edu/angel>)

Course Description

Graduate Bulletin Description: Overview of the behavior and emotional disorders commonly found in general and special education settings. An introduction to effective

inclusive teaching, behavior management, applied behavioral analysis, functional assessment and intervention.

Course Purposes/Goals: This course is designed to train educators (special education teachers, general education teachers, school psychologists, and school counselors) in how to comprehensively understand and effectively understand and intervene with children/adolescents presenting with behavior and emotional disorders at school. We will also discuss strategies that schools, teachers, and parents can use to prevent and/or provide early intervention for students at-risk of developing emotional or behavioral problems.

Course Rationale: School professionals in today’s classrooms increasingly encounter students with challenging behavior. Teachers also report that they often do not feel equipped with the behavioral challenges presented to them. This course is designed to provide teachers and other education professionals with an understanding of interventions and behavior management strategies to respond effectively to students with difficult behavior.

The content in this course satisfies core requirements of the Council for Exceptional Children (CEC), National Association of School Psychologists (NASP), and Council for Accreditation of Counseling and Related Education Program (CACREP). The course also will help the future special educator satisfy certain competency requirements of the State of Washington for the special education endorsement. Within this course are activities which are designed to achieve the goals of the College of Education’s Organizing Theme and the Mission Statement of the Special Education Program.

Course Instructional Methods

This course will use a variety of instructional methods, including but not limited to the following: Readings, lecture, group activities, discussion, videos, and small group presentations.

Course Objectives

Course Objectives: By the end of the course, the student will be able to:	Learning Activities	Evaluation
Describe ways students which behavior/emotional disorders are characterized and assessed.	Lecture Readings	Discussions Reflection Questions
Describe prevalence, historical developments, and major conceptual models of behavior/emotional disorders.	Lecture Readings	Discussions Reflection Questions
Describe characteristics of specific behavioral disorders commonly encountered by educators (i.e., internalizing, externalizing, conduct, and ADHD).	Lecture Readings	Discussions
Describe causal factors of emotional/behavioral disorders.	Lecture Readings	Discussions Reflection Questions

Describe intervention and placement options and alternatives for the education and/or training of children with behavior disorders.	Lecture Readings	Discussions Reflection Questions
Describe principles of effective classroom behavior management.	Lecture Readings Role play	Discussions Reflection Questions Classroom Mgmt Summary
Describe/demonstrate a variety of inclusive interventions/accommodations specific to type of behavioral difficulty/disorder (including medication).	Lecture Readings FBA/BIP	Discussions Reflection/Comments FBA/BIP
Demonstrate ability to conduct a functional behavioral assessment using the behavior pathway model.	Lecture Readings FBA/BIP	FBA/BIP
Demonstrate ability to design interventions based on information from diagnosis, functional assessment, other information regarding etiology, and classroom functioning.	Lecture Readings FBA/BIP	Classroom Mgmt Summary FBA/BIP Discussions Reflection Questions
Demonstrate ability to access information regarding a particular behavioral/emotional disorder	Presentation FBA/BIP	FBA/BIP/IEP Reflection Questions
Ability to develop appropriate goals and objectives for the Individual Education Plan.	Lecture Readings FBA/BIP	FBA/BIP/IEP
Describe federal law (IDEA) as it pertains to the use of functional behavioral assessments, IEP, and the discipline of special education students.	Lecture Readings	Discussions Reflection Questions FBA/BIP/IEP

This course also meets the standard for CACREP in Human Development:

human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

Course Requirements

1. Class Participation/Attendance

Almost all of the learning of the course will be introduced in the readings and discussed during class as we explore research-based practices in supporting students with emotional or behavioral difficulties. Therefore, you are expected to attend every class session punctually and completely, complete assigned readings prior to class and actively participate in class activities. These activities will be done individually and in groups and will illustrate concepts presented in class. It is not possible to “make up” any portion of class that you do not attend. Further, you cannot miss more than one class session and receive credit for the course.

To be evaluated for full credit, all assignments must be submitted on the due dates listed. Late assignments will be accepted only under unusual circumstances and with prior approval. If for some significant reason you are going to miss a class, please

contact the instructor prior to class to explain why and how you propose to address the missed content. Additionally, ask a classmate to obtain any necessary materials for you and share their notes.

In order to develop the most positive learning environment possible please observe the following in regards to technology in the classroom:

Cell phones: Please turn cell phones off or to silent during class and plan to take all non-emergency calls before or after class or during break. If you have an emergency situation in which you may have to leave class to take a call, please inform the instructor.

Laptops: It is expected that students will use personal laptops only to take notes and for course related activities. Should the instructor observe a laptop is being used in other capacities, it will directly affect the student's participation points for that class session.

2. Classroom management plan summary

Students will demonstrate their ability to apply key concepts of effective classroom management when given an overview of group of students with various academic and behavioral needs. Students will summarize how they would implement key aspects of an effective classroom management plan as discussed in class to facilitate the success of these students. More specific information on this assignment will be provided in class.

3. Individualized Intervention using Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP)

Students will demonstrate their knowledge of basic functional behavioral assessment and behavior interventions through the completion of a basic functional behavioral assessment and behavior intervention plan. Students will choose a case that has been outlined by the instructor, which includes information on realistic academic and behavioral issues. Students will be required to complete this project as follows:

Step 1: Select case child/adolescent and target behavior:

Students are to select a case, which describes the characteristics and issues of a child/adolescent with a specific problem behavior(s). Students will be provided the information needed to identify a target behavior and develop an ABC pathway.

Step 2: Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP):

Students are to use the data provided in the case study to develop a basic *functional behavioral assessment* and apply data collection options outlined in class. Students will use this information to complete a *competing behavior pathway* and *summary statement*.

Step 3: Development of BIP and IEP Goals and Objectives:

Students will next complete a basic *behavior intervention plan* using the format reviewed in class. The write up will include identifying information, target behaviors, behavioral interventions related to the behavior pathway, monitoring plan, and specific IEP goals and objectives related to the student's individual needs and BIP plan.

A specific rubric for this assignment will be provided in class.

4. Reflection Questions:

Up to four times within the quarter the instructor will present the class with one or two questions directly related to the readings for that session. Students will be asked to write a professional and thoughtful response to each question, referencing the content of the readings.

Grading Weight

1.	Class Participation/Attendance	15 pts
2.	Classroom Management Outline	25 pts
3.	FBA/BIP/IEP	40 pts
4.	Reflection Questions	20 pts

Grading Scale

Grading will be based on the total points gained by the individual. Grades will be determined as follows:

A	=	95 -100	A-	=	90-94	B+	=	88-89
B	=	85-87	B-	=	80-84	C+	=	78-79
C	=	75-77	C-	=	70-74	D+	=	68-69
D	=	65-67	D-	=	60-64			