

<p style="text-align: center;"><b>WESTERN KENTUCKY UNIVERSITY</b>  <b>Department of Educational Administration Leadership &amp;. Research</b>  <b>School of Teacher Education</b></p>	
<p style="text-align: center;"><b>SPED 518 Seminar: Contemporary Challenges in Special Education</b></p>	
<p style="text-align: center;">Instructor: Janet L. Applin, Ph.D., Associate Professor</p>	
<p>E-mail: <a href="mailto:janet.applin@wku.edu">janet.applin@wku.edu</a>  <u>Email is the best way to reach me for a reply.</u></p>	<p>Dr. Applin's office is located in the Dept. of Educational Administration, Leadership &amp; Research</p>

**\*Note: This document and other class related materials are available at**  
<https://blackboard.wku.edu>.

**\*\*Note:** Information in this syllabus is subject to change when necessary due to new information in the field, academic calendar changes, and/or other unforeseen situations.

**Course Description:** As delineated in the WKU catalog. Issues in special education and classroom experiences to develop awareness and sensitivity to educational needs are reviewed.

*NOTE: This course is taken by teacher candidates seeking additional special education endorsements/certification as well as those seeking Advanced Educational Leadership certification as Director of Special Education.*

WKU GR Catalog Link: <http://catalog.wku.edu/graduate/>

**Prerequisites:** Minimum of 12 hours of graduate level course work in special education, and instructor permission.

**Learning Outcomes:** Upon completing this course, students will be able to:

1. demonstrate applied knowledge and understanding of the concepts and interrelationship of school wide positive behavior support (SWPB), assessment, response to intervention (RTI), evidenced-based practices and federal legislation and litigation related to students with behavioral problems (Adv. Prep. **CEC 2, 5, 6, 7 and KTPS 3) (PSEL Standard 4)**
2. define and apply (in a fluent manner) behavioral terminology used to observe/describe behavior, assess/graph behavior, plan/implement procedures, and make data-based decisions (Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1) (PSEL Standard 4)**
3. demonstrate applied knowledge and understanding of the principles, ethics and methods employed in the assessment, intervention and evaluation of student behavior (Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4)**

4. describe how behavior functions, how environmental factors influence it, and how this knowledge is utilized to design interventions for problem behavior (Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4 and 5)**)
5. describe and design components of an effective classroom environment that utilizes classroom-wide universal interventions to reduce problem behaviors. (Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4)**)
6. describe and design teacher-, peer-, and self-mediated interventions to reduce disruptive behaviors ((Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4)**)
7. describe students who engage in aggression, or self-injurious, or self-stimulatory behaviors and the related intensive strategies that will improve these behaviors via functional behavioral analysis ((Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4 and 5)**)
8. describe behavior and/or symptoms of students having substance abuse and mental health disorders, interventions for improving outcomes for these students and strategies/treatment that facilitate generalization and maintenance of behavioral gains (Adv. Prep. **CEC 1, 3, 5, 7; KTPS 1, 3, 5, 8) (PSEL Standard 4 and 5)**)

**Textbooks and Required Materials:**

**APPLIED BEHAVIOR ANALYSIS FOR TEACHERS**

9780132655972/ 0132655972

BY ALBERTO, PAUL A. AND TROUTMAN, ANNE C.

PUBLISHED BY PEARSON

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PUBLICATION DATE: FEB. 8, 2012

American Psychological Association. (2020). *Publication manual of the American Psychological Association*. Washington, DC.

*During the course of the semester, students will be asked to use additional resources found online, in research journals or texts.*

**Major Course Topics:****Course Topics (some, but not all-inclusive of topics that may be covered during the term):**

<b>Module 1: Introduction to RTI</b>
<ul style="list-style-type: none"> <li>• Foundations of Effective Behavior Management</li> <li>• School-Wide Positive Behavior Support (SWPBS)</li> <li>• Problem Behavior RTI</li> <li>• Physical classroom arrangement (<i>environmental design, routines, expectation matrix</i>)</li> <li>• Classroom rules (<i>3-5 positively stated</i>)</li> <li>• Class procedures (<i>procedure matrix</i>)</li> <li>• Applied Behavior Analysis (<i>behaviorist theory, experimental analysis of behavior</i>)</li> </ul>
<b>Module 2: Assessment, Intervention and Evaluation</b>
<ul style="list-style-type: none"> <li>• Data collection methods (<i>frequency, latency, duration, interval</i>)</li> <li>• Functional behavior assessment (<i>ABC chart, interview, direct observation</i>)</li> <li>• Environmental assessment (<i>ecological assessment, social reinforcers, reinforcement history</i>)</li> <li>• Types of Graphing and charting (<i>celeration charts, Excel, line graphs</i>)</li> </ul>
<b>Module 3: Behavioral Interventions in the Classroom</b>
<ul style="list-style-type: none"> <li>• Contingent reinforcement (<i>behavior specific praise, DRO, DRA, DRI, DRL, gotcha tickets</i>)</li> <li>• Corrective feedback (<i>planned ignoring, token economy, response cost, type of time-out procedures</i>)</li> <li>• Extinction (<i>extinction burst, spontaneous recovery</i>)</li> <li>• Group contingencies (<i>dependent, independent, interdependent</i>)</li> <li>• Preference and choice</li> <li>• Reinforcement (<i>reinforcer menus, preference assessments, interviews</i>)</li> </ul>
<b>Module 4: Behavior Interventions and Social Skills Training</b>
<ul style="list-style-type: none"> <li>• Social skills curricula (<i>Skillstreaming, special interest, other</i>)</li> <li>• Teaching socially appropriate replacement behaviors (<i>visual schedules, prompting hierarchies, precorrection</i>)</li> </ul>

**Description of Course Assignments:****Reflections, Discussions, Quizzes over Major Course Topics and activities****Attendance at Admission and Release Committee and Reflection****\*Functional Behavior Assessment****\*Behavioral Intervention Plan**

Detailed instructions and rubrics for all assignments and activities are presented on the Blackboard site including point values

*\*For Advanced Educational Leadership Program Students: The Brief Anchor Assessment addressing PSEL standards for this course is the Functional Behavior Assessment and Behavioral Intervention Plan.*

*The instructor retains the right to modify and adjust the assignments and schedule of activities.*

**APA Style**

All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA's Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references:

<http://www.apastyle.org/elecref.html>

**Discussion Board Postings (Db)**

When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students' families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do *right* in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.

### Standards Alignment for SPED 518

*Note that students who take SPED 518 may be from a variety of programs such as those leading to additional teacher certification or endorsement, or the Advanced Educational Leadership Director of Special Education program. The course aligns and assesses students based on KY Teacher Performance Standards, Council for Exceptional Children's Advanced Preparation Standards, Council for Exceptional Children's Advanced Preparation Standards for Special Education Leaders and/or Professional Standards for Education Leaders (PSEL). The course differentiates assessments based on the candidate's professional program and goals.*

### KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):

Candidates taking this course who are enrolled in teacher certification programs are assessed on the Kentucky Teacher Performance Standards.

Kentucky Teacher Performance Standards (KTPS)	Course Standard Alignment					
	SPED 517	SPED 518	SPED 530	SPED 532	SPED 535	SPED 630
Standard 1. Learner development		X	X	X		
Standard 2. Learning differences	X				X	
Standard 3. Learning environments	X	X				X
Standard 4. Content knowledge			X		X	
Standard 5.		X	X			

Applicati on of content						
Standard 6. Assessme nt	X					
Standard 7. Planning for instructio n						X
Standard 8. Instructio nal strategies		X			X	X
Standard 9. Professio nal learning and ethical practice			X	X		X
Standard 10. Leadershi p and collabora tion				X		

**COUNCIL FOR EXCEPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS (CEC) (2015)  
AND PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)**

*\*Candidates enrolled in this course who are in Advanced Educational Leadership programs are assessed on CEC (Director of Special Education) and PSEL Standards (Director of Special Education; Director of Pupil Personnel; Principal; and Supervisor of Instruction)*

CEC STANDARDS	*ALIGNED WITH SPED 518 ASSIGNMENTS	PSEL STANDARDS	*ALIGNED WITH SPED 518 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	FBA	STANDARD 1: MISSION, VISION & CORE VALUES	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	FBA BIP	STANDARD 2: ETHICS AND PROFESSIONAL NORMS	ALL Assignments embed professional and ethical practice aspects
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	FBA BIP Reading Reflections	STANDARD 3: EQUITY AND CULTURAL RESPONSIVENESS	FBA/BIP (Anchor Assessment)
AP STANDARD 4: RESEARCH & INQUIRY	Reading Reflections	STANDARD 4: CURRICULUM, INSTRUCTION AND ASSESSMENT	FBA/BIP (Anchor Assessment)
AP STANDARD 5: LEADERSHIP & POLICY	ARC Attendance	STANDARD 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS	Reading Reflections ARC Attendance
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	ALL Assignments embed professional and ethical practice aspects	STANDARD 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL	Reading Reflections ARC Attendance
AP STANDARD 7: COLLABORATION	FBA BIP	STANDARD 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF	Reading Reflections ARC Attendance
		STANDARD 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY	Reading Reflections ARC Attendance
		STANDARD 9: OPERATIONS AND MANAGEMENT	Reading Reflections ARC Attendance
		STANDARD 10: SCHOOL IMPROVEMENT	Reading Reflections ARC Attendance

**Course Assignments Serving as an Education Preparation Program “Key Assessment”:**

Key Assessment Areas	Assessment Name
1: Content Assessment	
2: Other Assessment of Content Knowledge	
3: Assessment of Professional Capabilities	
4: Clinical Experiences Measure of Teaching Proficiency	
5: Measure of Candidate Assessment Proficiencies	Functional Behavior Assessment
6: Candidate Ability to Diagnose and Prescribe for Personalized Student Learning	Behavioral Intervention Plan
7: Application of Content Knowledge/Pedagogical Skills (Instructional Practice)	
8: Assessment of Literacy Outcomes	
9: Dispositions	Creating Positive Learning Environment

**Course Grading and Evaluation:**

The following represents the grade equivalent for accumulated points:

Points are awarded for various tasks/projects/activities during the course. Grades are calculated as a percentage of the total possible points.

93 –100 = A

80 –92 = B

70 –79 = C

60 –69 = D

Below 69 = F

**Attendance and Participation Policy:**

Participation and **punctual online assignments** are mandatory components to successfully completing this course! Since work and participation have deadlines and cannot be made up, lack of attention to your work will severely affect your grade. At the earliest moment when you detect you are having trouble, contact me to talk about it. Also note the last day of dropping the class.

**Field Hours**

The Kentucky Field Experience Tracking System (KFETS) is where students are required to enter all field experiences into the EPSB portal website here <http://www.epsb.ky.gov/>

EPSB provides an explanation of the new requirements and the KFETS system



here <http://www.epsb.ky.gov/teacherprep/FieldExperience.asp>

Office of Teacher Services has also created a Field Experience Requirements page to help provide information to students and faculty. This information includes the CEBS Field Experience Tracking Form [http://www.wku.edu/teacherservices/field\\_exp/](http://www.wku.edu/teacherservices/field_exp/) This webpage will be updated when more resources or information becomes available.

### **STUDENTS WITH DISABILITIES/ADA ACCOMMODATION:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **TITLEIX/DISCRIMINATION & HARRASSMENT:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

### **SAFETY AND EVACUATION:**

At WKU, the safety and security of our students, faculty and staff is extremely important to us. We have created this website as a place where students, faculty, staff and the community can visit to find resources related to campus safety, security, emergency preparedness and more.

<https://www.wku.edu/emergency/>

### **WRITING CENTER ASSISTANCE:**

The Writing Center offers individual conferences about writing with our staff of English majors and graduate students. Our services are available to all Western Kentucky University students.

Take a [video tour of the Writing Center](#) or learn about our thesis writing workshops on our [Resources for Thesis Writers](#) page! <https://www.wku.edu/writingcenter/>

**CENTER FOR LITERACY:**

The WKU Center for Literacy is located in Gary A. Ransdell Hall 2066. At the Center for Literacy, students can receive assistance in developing strategies to help reading/studying to learn and writing for evidence and argument. The Center for Literacy offers both individual and small group sessions throughout the semester. Please email us at [literacy.center@wku.edu](mailto:literacy.center@wku.edu) to schedule an appointment or ask questions, visit our website at <http://www.wku.edu/literacycenter/>, or stop by GRH 2066 for more information.

**THE LEARNING CENTER:**

The mission of TLC is to promote student success, enhance student performance, and increase student retention at Western Kentucky University. TLC helps students enhance their academic performance and sharpen their skills to be successful Western Kentucky University graduates. TLC offers [free tutoring](#) to all WKU students as well as [PASS](#) (group tutoring) for select classes. Peer tutors are certified through the College Reading & Learning Association (CRLA). You may contact the TLC at <https://www.wku.edu/tlc/>

**EXTRA HELP:**

The instructor will be available as need is indicated. Students are encouraged to discuss any questions or problems with the instructor.

**COURSE ADJUSTMENTS:**

The instructor reserves the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the semester, however, unless proper, timely, and prior notice is given to students.

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION  
PREPARATION FOR CANDIDATES SEEKING ADDITIONAL  
CERTIFICATION/ENDORSEMENT/RANK CHANGE  
(EPSB Program Level Requirements)**

**Course Required P-12 Classroom Observation or Clinical Experiences:**

(If none, put "N/A" and delete the table below. For others, use the table below to provide the number of observation hours and check each type of experiences candidates have during those hours. Note: The table categories are those that the KY EPSB requires each program to have as outlined by **16 KAR 5:040 Section 3(3).**)

<b>Total Number of Hours:</b>	
<b>EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 3(3)</b>	
<b>(a) Engagement with diverse populations of students which include:</b>	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	
2. English language learners;	
3. Students with disabilities; and	
4. Students from the following grade levels:	
• Elementary	
• Middle School	
• Secondary	
<b>(b) Observation in schools and related agencies, including:</b>	
1. Family Resource Centers; or 2. Youth Service Centers	

(c) Student tutoring	
(d) Interaction with families of students;	
(e) Attendance at school board and school-based council meetings;	
(f) Participation in a school-based professional learning community; and	
(g) Opportunities to assist teachers or other school professionals.	

**Course Assignments and Experiences Related to:**

• **The Kentucky Academic Standards (KAS)**

The discussion board experiences ensure each candidate's knowledge/proficiency of the Kentucky Academic Standards. In order to complete the assignments, the candidate must show a depth of knowledge.

**The Kentucky P-12 Curriculum Framework and P-12 Assessment System to Guide Instruction**

Candidates will be participating in IEP meetings where the behavior information is used to design special instruction.

**Candidates Using the KAS Framework in Lesson Planning**

- Candidates will develop functional behavior assessments and behavior intervention plans that provide evidence of candidate's abilities to manage classroom behavior guide instruction toward mastery of the Kentucky P-12 curriculum framework.
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- **Candidates Using Formative and Summative Assessments Related to Kentucky P-12 Curriculum Framework**

Candidates will assist with the development of IEP goals and objectives related to behavior that provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework.