WESTERN KENTUCKY UNIVERSITY   **Department of Educational Administration Leadership &. Research**   **School of Teacher Education**
SPED 518   Seminar: Contemporary Challenges in Special Education

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**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.

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)**
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)**
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)**
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)**
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)**

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**)
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**)
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**)

Textbooks and Required Materials:
APPLIED BEHAVIOR ANALYSIS FOR TEACHERS
9780132655972/ 0132655977
BY ALBERTO, PAUL A. AND TROUTMAN, ANNE C.
PUBLISHED BY PEARSON
9
PUBLICATION DATE: FEB. 8, 2012

American Psychological Association (2009). *Publication manual of the American Psychological Association,* 6th ed. Retrieved from http://www.apastyle.org/manual/ (ISBN: 978-1-4338-0561-5)

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):

Module 1: Introduction to RTI
• Foundations of Effective Behavior Management
• School-Wide Positive Behavior Support (SWPBS)
• Problem Behavior RTI
• Physical classroom arrangement *(environmental design, routines, expectation matrix)*
• Classroom rules *(3-5 positively stated)*
• Class procedures *(procedure matrix)*
• Applied Behavior Analysis *(behaviorist theory, experimental analysis of behavior)*
Module 2: Assessment, Intervention and Evaluation
• Data collection methods *(frequency, latency, duration, interval)*
• Functional behavior assessment *(ABC chart, interview, direct observation)*
• Environmental assessment *(ecological assessment, social reinforcers, reinforcement history)*
• Types of Graphing and charting *(celeration charts, Excel, line graphs)*
Module 3: Behavioral Interventions in the Classroom
• Contingent reinforcement *(behavior specific praise, DRO, DRA, DRI, DRL, gotcha tickets)*
• Corrective feedback *(planned ignoring, token economy, response cost, type of time-out procedures)*
• Extinction *(extinction burst, spontaneous recovery)*
• Group contingencies *(dependent, independent, interdependent)*

• Preference and choice
• Reinforcement *(reinforcer menus, preference assessments, interviews)*
Module 4: Behavior Interventions and Social Skills Training
• Social skills curricula *(Skillstreaming, special interest, other)*
• Teaching socially appropriate replacement behaviors *(visual schedules, prompting hierarchies, precorrection)*

Description of Course Assignments:

All assignments must have your name, date, class/section posted on them. If I print them out to grade while out of the office, they must be clearly marked.
Assignments and activities are presented on the Blackboard site including point values
Assignments are chosen from activities that vary in nature from answering direct questions from the readings, writing reflective papers, commentaries on videos, reading and reviewing research articles provided on special education topics, researching specific disabilities and other activities that I might choose. Please feel free to ask clarifying questions should you need to do so after reading the assignments. *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* (5thed.). **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.

KENTUCKY TEACHER PERFORMANCE STANDARDS (2018):

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. Application of content		X	X			
Standard 6. Assessment	X					
Standard 7. Planning for instruction						X
Standard 8. Instructional strategies		X			X	X
Standard 9. Professional learning and ethical practice			X	X		X
Standard 10. Leadership and collaboration				X		

COUNCIL FOR EXCECPTIONAL CHILDREN ADVANCED PREPARATION STANDARDS (2015)

STANDARDS	ALIGNED WITH SPED 518 ASSIGNMENTS
AP STANDARD 1: ASSESSMENT	Functional Behavior Assessment
AP STANDARD 2: CURRICULAR CONTENT KNOWLEDGE	N/A
AP STANDARD 3: PROGRAMS, SERVICES, AND OUTCOMES	Behavioral Assessment and Behavioral Intervention Plan
AP STANDARD 4: RESEARCH & INQUIRY	FBA/BIP
AP STANDARD 5: LEADERSHIP & POLICY	Research paper
AP STANDARD 6: PROFESSIONAL AND ETHICAL PRACTICE	FBA/BIP
AP STANDARD 7: COLLABORATION	FBA/BIP

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.

Due dates
Teaching is a profession that requires numerous due dates and strong time- management skills. To better prepare students for effective teaching, due dates will be adhered to. The professor will not pre-view your work but is willing to answer pertinent questions prior to the due dates. Major life crisis are always taken into consideration. Patterns of unpreparedness, neglect or disorganization are not. Work that is due at midnight is considered late at 12:01. Work may be submitted early.

E-Mail Communication
You are expected to check the course site and your email on a daily basis for class notifications/updates. If you do not read the announcements on the course site and your email, you will not be up to date on any changes or assignment instructions and clarifications. Failure to read the announcements on the course site or your emails will not be an acceptable excuse for late assignments. All email will be sent to your WKU email address - I send whole class emails through the blackboard and your WKU email address is what is listed there. Check with the help desk if you want to have your email forwarded or changed.

Teachers must be skilled at communication. Email is a form of communication that loses many of the vital components of quality communication and is subjective to interpretation. It is a format that is not appropriate airing conflicts, frustrations or to promote conflict resolution. Use proper thought in creating email communication.
  (a) it is often difficult to correctly interpret the intended tone of an email message;
  (b) it is often too easy to quickly zip off a rude email to someone without first finding out "the whole story" or thinking through the possible consequences of doing so; and
  (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and

respectful in all email communication with the professor.

In the case that inappropriate/disrespectful student email is received, the professor reserves the right to meet with the student about proper choices.
Allow the professor 24 hours to respond to your emails.

Written work Quality
All submitted work is to be of professional quality. Work that is less than professional will be returned ungraded. A Holistic Writing Rubric will be provided. Student should analyze the rubric and edit work prior to submission. If writing is a weak skill set, please procure an editor/tutor to strengthen this skill. WKU Writing Centers is very helpful.

Please use "people first" language. That means, that you always refer to a person first and the disability as secondary. For example, person with autism is correct –autistic student is incorrect. Points will be deducted for misuse of people first language.

12-point font & double spaced is standard for APA format.

Student Disability Services: 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, 1074. The phone number is 270.745.5004 [270.745.3030 V/TTY] or email at sarc@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.

Statement of Diversity: We believe that diversity issues are of major import to student and school success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with their rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication from one another, and we will respect one another's rights to differing opinions.

WKU College of Education and Behavioral Science Dispositions
The Educational Professional Demonstrates the following:
Values Learning as evidenced by:
  ✓ Class Participation
  ✓ Attendance
  ✓ Class Preparation
  ✓ Communication
Values Personal Integrity as evidenced by:
  ✓ Emotional Control
  ✓ Ethical Behavior
  ✓ Values Diversity
  ✓ Values Collaboration
Values Professionalism as evidenced by:

✓ Respect for school rules, policies and norms
✓ Commitment to self-reflection and growth
✓ Professional Development and Involvement
✓ Professional Responsibility

Deficiencies in any of these areas may warrant a meeting with the professor. Teaching candidates noted as weak in these areas will find difficulty procuring letters of recommendation for employment.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

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.

- **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.