Applied Behavior Analysis  
Exceptional Education--EXED 432  
Fall 2008  

Instructor Information:  Patti J. Whetstone, Ed.D.  
Assistant Professor  
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Instructor’s Office Hours:  As Posted or e-mail for an appointment  

Class Meetings:  Wednesday 5:00 – 7:45 p.m., TPH room 336  

Prerequisites: EXED 330 or 516  
Corequisites: EXED 332, 334, 422, 430; MSD: 334 plus courses approved by advisor  

Text(s):  

Course Description  
“Applied Behavior Analysis” is a term used by special educators to refer to the methodology of observing, describing, quantifying, and modifying students’ maladaptive behavior.  This approach emphasizes the importance of a structured behavioral plan that includes: (a) an analysis of demands; (b) direct observation and measurement in natural environments; (c) data maintenance for monitoring progress; (d) measurable goals and objectives; and (e) utilizing appropriate methods to support behavioral change and growth.  A significant portion of the course will be devoted to the study of Functional Behavioral Assessment.  

Course Objectives and Outcomes:  
1.  Identify and describe the instructional needs of individual students by using task analysis  
2.  Select and apply informal ‘formative’ measurement techniques to document students’ behavior needs and their progress  
3.  Write well-formulated goals and objectives  
4.  Demonstrate the ability to monitor and record the progress of students with behavioral disabilities  
5.  Apply the principles of behavior management that are designed to strengthen or reduce behavior(s) through the manipulation of antecedents and/or consequences  
6.  Develop a Behavior Intervention Plan (BIP) through a case-based model with a student in a public school setting  
7.  Learn the legal mandates and processes associated with conducting a Functional Behavioral Assessment
Field experience: in addition to specifically identified internship or practicum courses, many of the courses in the School of Teacher Education require field experiences in public schools and/or other appropriate settings away from campus. Students enrolled in any of these courses are responsible for arranging their own transportation to designated or assigned sites. All students enrolled in professional education courses that require a field component at Western Kentucky University must submit the following documentation: A clear criminal report from the Kentucky State Police, proof that a physical examination has been completed and Records Section in Frankfort, KY that the student is free of communicable diseases and any physical or mental disabilities that would interfere with the performance of duties expected in field placements, a negative report from a test for tuberculosis, and a record of immunization. Expenses incurred for this documentation are the responsibility of the student.

INTASC Standards and Dispositions

Standard 1: Content Pedagogy
The teacher understands the central concepts, tools of inquiry, and structures of the discipline she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher demonstrates an understanding of the central concepts of her or his discipline.

The teacher uses explanations and representations that link curriculum to prior learning.

The teacher evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.

The teacher uses methods of inquiry that are central to the discipline.

Standard 2: Student Development
The teacher provides opportunities for students to assume responsibility for, and be actively engaged in their learning.

Standard 3: Diverse Learners
The teacher selects approaches that provide opportunities for different performance modes.

The teacher accesses appropriate services or resources to meet exceptional learning needs when needed.

The teacher creates a learning community that respects individual differences.

Standard 4: Multiple Instructional Strategies
The teacher encourages students to assume responsibility for identifying and using learning resources.

The teacher assumes different roles in the instructional process, (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

Standard 5: Motivation and Management
The teacher encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engage in purposeful learning activities.
The teacher engages students by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.

The teacher organizes, allocates, and manages time, space and activities in a way that is conducive to learning.

**Standard 6: Communication & Technology**

The teacher models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).

The teacher demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

**Standard 7: Planning**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.

The teacher develops plans that are appropriate for curriculum goals and are based on effective instruction.

The teacher adjusts plans to respond to unanticipated sources of input and/or student needs.

The teacher develops short and long-range plans.

**Standard 8: Assessment**

The teacher evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning, and analysis of student work.

**KERA Elements Addressed**

**Standard I**
Includes formative and summative assessments that target learning objectives.
Includes multiple level and higher order thinking tasks.

**Standard II**
Uses positive classroom management techniques that foster self-control and self-discipline to create and sustain a climate that motivates students to learn.

**Standard III**
Uses both formative and summative assessment to guide instruction. Implements instruction that addresses the abilities and cultural attributes of all students in class. Engage students in thinking and problem solving tasks.

**Standard IV**
Uses multiple assessments and sources of data. Uses formative and summative measures to monitor the progress of all students. Conducts individual and group analyses of learning. Promotes student self-assessment.

**Standard V**
The teacher focuses on student learning, describes a plan for improving instructional practice, and describes a plan for advancing student learning.

Standard VI
The teacher identifies situations when and where collaboration will enhance student learning and engages in collaboration to improve student learning.

Standard VII
The teacher assess his/her professional performance level, identifies priority needs of professional development, designs a plan to address professional growth needs in priority area(s), and shows evidence of professional growth resulting from the implementation of the plan.

Standard VIII
The teacher demonstrates a repertoire of discipline-specific instructional strategies.

NCATE Standards

Instructional Methods and Activities
Instructional methods and activities will include but are not limited to lecture, class discussions, group work, lab activities, presentations, and quizzes. Handouts will be distributed in class, held on reserve at the ERC, or distributed through course information. No special instructional materials are required.

Student Disability Services
In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Phone: 270.745.5004
TTY: 270.745.2003
Fax: 270.745.6289

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Plagiarism Policy
To represent the ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Student work may be checked using plagiarism detection software.

Any occurrence of plagiarism will result in a score of 0 for that assignments. The second occurrence will result in a failing grade for the course.
Course Policies

Expectations:

1. Attendance: It is expected that students will attend each class session. If situations occur requiring absence from class, please notify the professor as soon as possible. Assignments and activities completed during class time CAN NOT be made up.

2. There will be no extra credit and no “do-overs”. The course is based upon the standards and in order to achieve mastery, all assignments must be completed at a proficient level.

3. Due dates – Students will be notified of due dates well in advance. Please do not procrastinate as all assignments are due at the beginning of class on the date assigned.

4. Cell phones, IPODS, Blackberries, etc. – I will not bring my personal technology tools to the classroom as I consider the time we have together too precious to be distracted. I would hope you feel the same way.

5. If you are having difficulty with any project or activity, do not hesitate to contact me – phone, e-mail or office appointment. I intend that all students who begin the semester will end the semester with satisfactory grades – we can work on that together.

6. Blackboard will be used as a supplement to the face to face class time and as a support for our work together. You will want to make sure that you have the correct computer set-up and have reviewed the Blackboard tutorial before beginning access.

7. Assignments can be turned in through Blackboard or during class. Grades will be posted on Blackboard.

Grading/Evaluation

Students will earn grades based upon individual and/or group performance to meet the requirements associated with this course. The following content delineates anticipated course assignments, with changes possible during the course of the class this semester.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100%</td>
<td>A</td>
</tr>
<tr>
<td>84-91%</td>
<td>B</td>
</tr>
<tr>
<td>76-83%</td>
<td>C</td>
</tr>
<tr>
<td>68-75%</td>
<td>D</td>
</tr>
<tr>
<td>67 and below</td>
<td>F</td>
</tr>
</tbody>
</table>
All revisions to this assignment list will be shared with students well in advance of due dates.

- Participation/Professionalism (attendance, class discussions, in/out activities, assignments, etc.)
- Quizzes (chapters, class information, guests)
- Observations/Write-up (rubric)
- Goals and Objective Writing
- Data Maintenance/Progress Monitoring
- Chapter Presentation (w/DB moderation)
- Mid-semester Exam
- Behavior Intervention Plan (BIP)
- Functional Assessment Project (is the CPI)
- Professional Development Activity (and write up)
- Final Exam
PERMISSION FOR GRADE INFORMATION EXCHANGE – FALL 2008

for

Dr. Patti Whetstone, Assistant Professor

CIRCLE THE COURSE IN WHICH YOU ARE ENROLLED

EXED 432-001    EXED 432-501

THIS PAGE SHOULD BE READ, ‘SIGNED’, DATED, AND MAY BE SENT THROUGH ELECTRONIC OR US POSTAL SERVICE, OR DELIVERED IN PERSON. YOUR GRADE CANNOT BE DISCUSSED WITH YOU BY EMAIL OR PHONE IF THIS IS NOT ON FILE FOR YOU.

“Please read, sign, and date the following statement:

“You will be able to check your grades in an on-line grade book. You can ask me about grades via E-mail, but I am not allowed by law to reply in any detail using E-mail, unless I have your written signature. (This is to protect your privacy as E-mail is not a private form of communication).

Please read, SELECT ONE, and ‘sign’:

___ “I give my consent to the instructor to discuss my course grades with me via E-mail.”

OR

___ “I prefer the following method for discussing course grades (e.g., phone call, wait for registrar’s notice at end of term).”

SIGNED __________________________________DATED_________

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ALSO... Please read, ‘sign’, and date the following statement:

“I have a copy of the Course Syllabus for the course circled above and understand and accept its contents. I also understand that work in this course must be my work and all required assignments, projects, and tests must be completed to receive a passing grade for this course.”

SIGNED ________________________________ DATED __________________