

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>COURSE CHANGE REQUEST</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department <b>Exceptional Student Education</b> College <b>Education</b>		
<b>Current Course Prefix and Number</b> EEX 6602		<b>Current Course Title</b> Behavior Change & Management Strategies	
<i>Syllabus must be attached for ANY changes to current course details. See <a href="#">Guidelines</a>. Please consult and list departments that may be affected by the changes; attach documentation.</i> Departments in the COE have been consulted; memo attached			
<b>Change title to:</b>  <b>Change prefix</b> From:                      To:  <b>Change course number</b> From:                      To:  <b>Change credits*</b> From:                      To:  <b>Change grading</b> From:                      To:  <small>*Review <a href="#">Provost Memorandum</a></small>		<b>Change description to:</b>  <b>Change prerequisites/minimum grades to:</b> See attached  <b>Change corequisites to:</b>  <b>Change registration controls to:</b> See attached  <small>Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.</small>	
<b>Effective Date</b> <small>(TERM &amp; YEAR)</small> Fall 2018		<b>Terminate course</b> <b>List final active term</b>	
<b>Faculty Contact/Email/Phone</b> Michael Brady     mbrady@fau.edu     73281			
<b>Approved by</b> Department Chair <u>Michael Brady</u> College Curriculum Chair <u>Patricia Palmer</u> College Dean <u>Valery J. Bristow</u> UGPC Chair     _____ UGC Chair     _____ Graduate College Dean     _____ UFS President     _____ Provost     _____		<b>Date</b> _____ <u>11/6/2018</u> <u>11/20/18</u> <u>11/30/18</u> _____ _____ _____	

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the UGPC meeting.

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Richard Beards  
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EEX 6602    *Behavior Change & Management Strategies*

Prerequisites: EEX 5612 *with grade of "B" or higher*; enrollment in graduate degree program in Exceptional Student Education (EXST) or a closely related major (CEDU; COED; CRIN-CIYN; CUIIN; ELEM; EPSY) OR permission from instructor.

Registration Controls: EXST; CEDU; COED; CRIN-CIYN; CUIIN; ELEM; EPSY



Department of Exceptional Student Education  
 College of Education  
 Florida Atlantic University

**Instructor:**  
**Office Hours:**  
**Classroom:**

**E-mail:**  
**Class Day/Time:**

**COURSE NUMBER**      **EEX 6602**

**COURSE TITLE**      **Behavior Change and Management Strategies**

**COURSE DESCRIPTION**

This is a course in specialized behavior management techniques for use with students with disabilities. The course will prepare teachers to apply behavior analytic techniques, manage crisis situations, and functionally assess problem behaviors. Ethical issues will be considered as well as counseling skills for teachers working with behavioral disorders or problems in schools.

**PREREQUISITE**

EEX 5612 with a grade of "B" or higher; admission to a graduate degree program in Exceptional Student Education or a closely related major (CEDU; COED; CIYN; ELEM; EPSY), OR permission from instructor.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by analyzing a case study and applying appropriate decision-making skills to identify the function of challenging and appropriate behavior. The student will demonstrate knowledge of ethical behavior by completing a research paper detailing a review of issues in working with students with behavioral disabilities including, but not limited to ethical considerations.

**REQUIRED TEXTS**

Bambara, L.M, & Kern, L. (Eds.). (2005). *Individualized supports for students with problem behaviors: Designing positive behavior plans*. Guilford Press.

**SUPPLEMENTAL**

Bailey, J. S., & Burch, M. (2006). *How to think like a behavior analyst*. (1<sup>st</sup> ed.) Routledge.

## **TECHNOLOGY**

Your FAU email address and MyFAU will be used extensively. If you have not already signed up for an FAU email, please do so.

Students will be required to access Canvas in a variety of ways. These include, but are not limited to, quizzes, discussion responses, and accessing class materials. If you are not familiar with Canvas or have never experienced the learning process of a distance learning course, it is strongly encouraged you to review the materials in the Course Orientation folder prior to entering the first class.

## **GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES**

- *CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)*
- *State of Florida Certification Standards for Exceptional Student Education (ESE)*
- *Florida Educator Accomplished Practices (EAP)*
- *Florida Subject Area Competencies ESOL (ESOL)*
- *Behavior Analyst Task List-Fourth Edition*  
[www.bacb.com/Downloadfiles/TaskList/BACB\\_Fourth\\_Edition\\_Task\\_List.pdf](http://www.bacb.com/Downloadfiles/TaskList/BACB_Fourth_Edition_Task_List.pdf)
- *BACB Guidelines for Responsible Conduct for Behavior Analysts – July 2010*  
[www.bacb.com/index.php?page=57](http://www.bacb.com/index.php?page=57)
- *BACB Disciplinary and Ethical Standards* [www.bacb.com/index.php?page=85](http://www.bacb.com/index.php?page=85)  
(The applicable standards for this course are presented in Appendix A of this syllabus.)

## **COURSE OBJECTIVES**

The overall objective of this course is to equip professionals with specialized skills in providing positive behavioral support for students who present behavioral challenges. Specifically, upon completion of this course the student will be able to:

1. Describe the role of effective teaching, race, gender, cultural stereotypes, communicative proficiency and a well-managed classroom in preventing behavior problems. (CEC cc5K1-4, bd5K2) (ESOL D1:S1.1.a, D1:S1.1.d) (EAP a.2.b)
2. Describe and apply the principles that serve as the foundation for behavior support. (CEC 5S10-11, bd1K5, bd7K1) (ESOL D1:S1.1.a) (BACB Task List: FK-1 thru FK-27, FK-29 thru FK-31, FK-33 thru FK-38, FK-40 thru FK-46)
3. Identify and use evidence-based criteria for examining empirically-validated interventions. (BACB Task List B-02)
4. When presented with a problem behavior, select and implement functional behavior assessment techniques (BACB Task List: F-01 thru F-08, I-03 thru I-05) (BACB Guidelines: 3.01 – 3.02).

5. When presented with a serious classroom behavior problem, select an effective and culturally appropriate behavioral technique, plan an intervention, gather and record data, evaluate treatment effectiveness, outline a plan for generalization, and communicate the results of their effect. (CEC cc5S5-6, bd4K4, bd4S1, bd7S1) (ESOL D1:S1.1.a) (BACB Task List: C-01 thru C-03, D-21, E-02, E-04, E-05, E-07, E-08, E-10, F-01, J-10 thru J-13, FK-39) (EAP a.2.b, a.2.d)
6. Describe and apply an array of procedural safeguards applicable to a range of child problem situations that may warrant active intervention. (CEC cc5S16) (ESOL D1:S1.1.f, D3:S3.1.c)
7. Demonstrate the ability to use basic and culturally appropriate crisis de-escalation, prevention, and management techniques. (CEC5S13-13, bd4S2) (ESOL D1:S1.1.a)
8. Describe emerging views of classroom discipline and explain the components of personal beliefs, values, and personal system of discipline. (CEC cc1S1, cc9K1, cc9S11) (ESOL D1:S1.1.a)
9. Use a team-based approach to assessment and intervention, use competency-based training procedures to train those who will carry out the behavior intervention, and monitor intervention fidelity. (BACB Task List: G-06, K-03 thru K-06, K-08, K-09) (BACB Guidelines 4.01 thru 4.12, 5.01 thru 5.11, 6.01 thru 6.06)

### **COURSE CONTENT**

- Antisocial behavior
- Discipline plan and classroom management
- Social skills
- Crisis management
- Behavior management cases
- Behavior change process-steps
- Medication
- School violence and gangs
- Classroom management and ADD/ADHD
- Functional assessment, environmental and biophysical behavior management
- Classroom behavior management
- Antecedent-based strategies
- Developing replacement behaviors
- Consequence strategies to increase and decrease behavior
- Strategies to mitigate and replace problem behaviors maintained by positive, negative, and automatic reinforcement.

## COURSE REQUIREMENTS

1. **Development of Behavior Intervention Plan: Case Study.** The student will complete a case study report describing a functional assessment of a student with challenging behavior. The case study will include a report of the functional assessment and a description of a comprehensive intervention plan to serve the student's challenging behavior with a more appropriate behavior. The case study report will include the following components:
  - (a) narrative summary of the case
  - (b) completed ABC observation form
  - (c) narrative explanation of the ABC including:
    - Definition of the challenging behavior,
    - Summary statement describing the function of the challenging behavior;
    - Including rationale for why that function was selected,
    - Hypothesis statement(s) regarding the antecedents and consequences that
    - "Trigger" the challenging behavior
  - (d) a narrative explanation of appropriate replacement behavior that will achieve the same or similar function and a description of appropriate reinforcers
  - (e) a positive intervention plan to decrease challenging behavior and increase appropriate behavior. The plan should present alternatives for changing antecedents, settings, and consequences. The plan should also describe when and where the intervention will be implemented, which staff will implement the program, and describe how data will be collected to evaluate progress.

*OBJ. 2 - 7, 9*

## **2. Student Demonstration & Presentation**

The purpose of this assignment is for the student to "teach" the rest of the class about a particular behavior change strategy/intervention. This presentation must be interactive and must have the following 4 parts:

1. Describe the intervention: Your presentation should answer the following questions:
  - What is the intervention?
  - For which circumstances would this intervention be appropriate?
  - Why would someone select this intervention over another intervention?
  - For which circumstances would this intervention be inappropriate?
2. Demonstrate the intervention: Show us how it's done. Create a case and provide background information on the target behavior (and other relevant details) and model how to use the procedure for this case.
3. Provide opportunity for practice (for the class): Provide an activity that allows the class to demonstrate their knowledge of this intervention/procedure. Provide one handout that summarizes a step-by-step method for implementing the procedure (this will also serve as a task analysis/fidelity checklist).
4. Summary: Summary of the intervention, its uses (including setting and personnel who might implement it), the risks of the intervention, the benefits of the intervention, and any other pertinent information. (25 points)

Topics for presentations

1. Plan for the unwanted effects of extinction
2. Plan for the unwanted effects of punishment procedures- restraints
3. Plan for the unwanted effects of punishment procedures- seclusion
4. Manage behaviors throughout the “crisis cycle” (emphasis on de-escalation strategies)
5. Promote school safety in addressing elopement and wandering
6. Implement behavioral interventions for managing escape/avoidance behaviors
7. Utilize best practices in the use of timeout from reinforcement
8. Address the role of impaired communication on problem behaviors
9. Implement antecedent intervention strategies to prevent problem behaviors
10. Strategies to replace problem behaviors with functionally equivalent alternatives
11. Plan for generalization
12. Differential reinforcement of alternative behavior (DRA) procedures
13. Differential reinforcement of incompatible behaviors (DRI) procedures
14. \*\*\*Additional topics to be approved by instructor\*\*\*

*OBJ. 1 – 9*

#### 4. SAFMEDS

For this requirement, students will learn essential behavioral analytic terminology and principles by creating and practicing by using a set of flash cards in order to reach a fluent level of responding. The acronym SAFMEDS serves to describe a data-based instructional process in which students, Say the content, addressing All of the cards in the set, at a pace that is Fast, within a Minute time period, conducted Every Day, and Shuffled for each practice to randomize the deck.

Students will be instructed on how data can be taken from each timed performance and graphed on a Standard Celeration Chart (SCC) to both record performance and improve the quality of self-instructional decision making. The recorded data on the SCC is an essential element of the assignment.

Students will be given a list of terms to be used in the development of the SAFMEDS (to be provided via Blackboard). Guidelines on how to create and use SAFMEDS and record data will be explained by instructor.

Sample card content:

Front of card: The “Father of ABA” is \_\_\_\_\_.

Back of card: B.F. Skinner

*OBJ. 3*

#### 5. Quizzes

Students are responsible for all assigned readings prior to coming to class and should be ready to discuss the material in the readings. There will be a short online quiz on Blackboard for most of the weeks. These quizzes will cover the information from the assigned readings and class discussions of that week. There will be a total of 10 multiple-choice questions per quiz with a



time limit of 20 minutes. These quizzes are open-book/open-note, however they are timed. Therefore, you should read and review your materials prior to taking the quiz because there will not be enough time to look up every answer.

Collaboration with others during the taking of the quiz is considered cheating and is prohibited. There will be a total of 11 quizzes. Your lowest score will be thrown out leaving 10 quiz grades.

Quizzes will be made available for the week of the unit and will close at 6:00 PM on Sunday. This will be the only time the quiz is open so plan accordingly. Please make sure you are aware of the due dates as deadlines are firm and no make-up quizzes will be allowed except in extreme mitigating circumstances. You will only be provided access to the quiz once.

*OBJ. 2 – 5*

### **5. Case Studies (In Class)**

Students will be responsible for completing two case studies. Students will respond to the presented cases by describing behavior analytic approaches used to develop and implement the intervention. The components of the intervention will be based on the materials distributed in class. The response format will be further clarified in class. (40 points)

*OBJ. 1 – 9*

### **6. Controversial Intervention Paper (4-6 pages)**

Students will choose a controversial behavioral intervention as the topic of this paper. In this paper, the student will include the following:

- **Description of intervention:** (what it is, how it is implemented, when it is implemented, who is responsible for implementation, etc.)
- **Intervention Rationale:** (What are the supposed benefits of this intervention? What is its effectiveness? Is there sufficient evidence backing its effectiveness?)
- **Intervention Risks:** (What are the risks involved with this intervention? Etc.)
- **Student Reflection:** (What are your personal thoughts on the intervention? Would you consider implementing this intervention? Why or Why not?)
- **Brief Presentation:** student will create a brief( 5 slide) presentation to present to the class on the chosen topic. Student will also provide a short “cheat sheet” handout on the controversial intervention.

There must be at least 4 references for this paper. It should be written in APA format. Topics must be approved by the instructor beforehand. (25 points)

*OBJ. 6, 8*

### **PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS**

ESE students are expected to demonstrate a professional demeanor in their FAU courses including attendance, participation and responsible attention to requirements and deadlines necessary for the successful completion of the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

## **TEACHING METHODS**

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic and language backgrounds.

## **ASSESSMENT PROCEDURES**

<b>Assignment</b>	<b>Points</b>	<b>% of course grade</b>
Behavior Intervention Plan: Case Study	50	25
Student Demo & Presentation	25	12.5
SAFMEDS	10	5
Quizzes (5 points each x 10)	50	25
Case studies (20 points each x 2)	40	20
Current "hot" topics report	25	12.5
<b>TOTAL</b>	200	100 %

## **GRADING (ESE GRADING SCALE)**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 6

## **POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

***University Attendance Policy:*** Students are expected to attend all of their scheduled classes and to satisfy all academic objectives outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

**Course Policies:**

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course.
3. All **written assignments** must be typed, double-spaced with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
4. Due dates for assignments are provided in the course outline and will be enforced.

**Students With Disabilities:** In Compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**Honor Code:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

## BIBLIOGRAPHY

(A partial list of resources used in the development of this course.)

- Charles, C.M. (1999). *Building classroom discipline* (6<sup>th</sup> ed.). New York: Addison Wesley Longman.
- Cipani, E. (1998). *Classroom management for all teachers*. Merrill, Columbus, Ohio
- Cooper, J.O., Heron, T.E. & Heward, W.L. (2007). *Applied behavior analysis*. (2<sup>nd</sup> Ed.) Columbus, OH: Merrill/Prentice Hall.
- Chandler L. K. & Dahlquist, C.M. (2006). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Danforth, S. & Boyle, J.R. (2000) *Cases in behavior management*. Merrill, Columbus, Ohio.

- Freiberg, H.J.(1999). *Beyond behaviorism: Changing the classroom management paradigm*. Boston: Allyn and Bacon.
- Iwata, B.A., Vollmer, T. R., & Zarcone, J. R. (1990). *The experimental (functional) analysis of behavior disorders: Methodology, applications, and limitations*. Sycamore, IL: Sycamore Publishing.
- Knoster, T. P. (2000). Practical application of functional behavior assessment in schools. *The Journal of Applied Behavior Analysis*, 25, 201-211.
- Rhode, G., Jenson, W.R., & Reavis, H.K. (1993). *The touch kid book: Practical classroom management strategies*. Sopris West: Longmont, Co.
- Scheuermann, B. K. & Hall, J. H. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- Thomas R. H., & Iwata, B. A. (2007). A comparison of outcomes from descriptive and functional analyses of problem behavior. *Journal of Applied Behavior Analysis*, 40, 33-338.
- Walker, H. M., Colvin, G., & Ramsey E. (1995). *Anti-social behavior in school: Strategies and Best Practices*. Brooks/Cole Publishing Company: Albany.
- Walker, J. E., & Shea, T. M. (1995). *Behavior management: A practical approach for educators (6<sup>th</sup> ed.)*. Merrill, Columbus, Ohio.

### **Supplemental Readings**

- Blair, K.C., Umbreit, J., & Bos, C. (1999). Using functional assessment and children's preferences to improve the behavior of young children with behavioral disorders. *Behavioral Disorders*, 24, 155-166.
- Gunter, P.L., Denny, R.K. (1996). Research issues and needs regarding teacher use of classroom management strategies. *Behavioral Disorders*, 22, 15-20.
- The Council for Children with Behavioral Disorders. (1990). Position paper on use of behavior reduction strategies with children with behavioral disorders. *Behavioral Disorders*, 15, 243-260.
- Forness, S.R., Swanson, J.M., Cantwell, D.P., Guthrie, D., & Sena, R. (1992). Response to stimulant medication across six measures of school-related performance in children with ADHD and disruptive behavior. *Behavioral Disorders*, 18, 42-53.
- Dunlap, G., Kern, L., dePerczel, M., Clarke, S., Wilson, D., Childs, K.E., White, R., & Falk, G. (1993). Functional analysis of classroom variables for students with emotional and behavioral disorders. *Behavioral Disorders*, 18, 275-29
- Epstein, M.H. Kinder, D., & Bursuck, B. (1989). The academic status of adolescents With behavioral disorders. *Behavioral Disorders*, 14, 157-165.
- Gadow, K.D., & Sprafkin, J. (1993). Television "violence" and children with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 1, 54-63.

- Gunter, P.L., Denny, R.K., Jack, S.L., Shores, R.E., & Nelson, M. (1993). Aversive stimuli in academic interactions between students with serious emotional disturbance and their teachers. *Behavioral Disorders, 18*, 265-274.
- Johnson, L.J., & Pugach, M.C. (1991). Peer collaboration: accommodating students with mild learning and behavior problems. *Exceptional Children, 5*, 454-461.
- Leone, P.E., Luttig, P.G., Zlotlow, S., & George, N.L. (1990). Understanding the social ecology of classrooms for adolescents with behavioral disorders: A preliminary study of differences in perceived environments. *Behavioral Disorders, 16*, 55-65.
- Mastropieri, M.A., Jenne, T. & Scruggs, T.E. (1992). A level system for managing problem behaviors in a high school resource program. *Behavioral Disorders, 13*, 202-208.
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- Meadows, N., Neel, R.S., Parker, G., & Timo, K. (1991). A validation of social skills for students with behavioral disorders. *Behavioral Disorders, 16*, 200-210.
- Nelson, C.M., Rutherford, R.B., Center, D.B., & Walker, H.M. (1991). Do public schools have an obligation to serve troubled children and youth? *Exceptional Children, 57*, 406-413.
- Ramsey, E., & Walker, H.M. (1988). Family management correlates of antisocial behavior among middle school boys. *Behavioral Disorders, 13*, 187-201.
- Tobin, R.J., & Sugai, G.M. (1999). Discipline problems, placements, and outcomes for students with serious emotional disturbance. *Behavioral Disorders, 24*, 109-121
- Walker, H. (1993). Anti-social behavior in school. *The Journal of Emotional & Behavioral Disorders, 2*, 20-24

**APPENDIX A  
GUIDELINES USED IN THE DEVELOP OF THIS COURSE**

**The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.**

***COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS***

*What every special educator must know: Ethics, standards and guidelines for special educators (6<sup>th</sup> ed.) 2009. Reston, VA: CEC Publications.*

***Foundations***

- bd1K5      Theory of reinforcement techniques in serving individuals with emotional/behavioral disorders
- cc1S1      Articulate personal philosophy of special education

***Instructional Strategies***

- bd4K4      Prevention and intervention strategies for individuals at risk of emotional/behavioral disorders
- bd4S1      Use strategies from multiple theoretical approaches for individuals with emotional/behavioral disorders
- bd4S2      Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with emotional/behavioral disorders

***Learning Environments and Social Interactions***

- cc5K1      Demands of learning environments
- cc5K2      Basic classroom management theories and strategies for individuals with exception learning needs
- cc5K3      Effective management of teaching and learning
- cc5K4      Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- cc5S5      Modify learning environment to manage behaviors
- cc5S6      Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- cc5S10     Use effective and varied behavior management strategies
- cc5S11     use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S13     Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences
- cc5S14     Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person
- cc5S16     Use universal precautions
- bd5K2      Functional classroom designs for individuals with emotional/behavioral disorders

***Instructional Planning***

- bd7K1 Model programs that have been effective for individuals with emotional/behavioral disorders across the age range
- bd7S1 Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior

***Professional and Ethical Practice***

- cc9K1 Organizations and publications relevant to the field of emotional/behavioral disorders
- cc9S11 Reflect on one's practice to improve instruction and guide professional growth

***FLORIDA STATE ESOL PERFORMANCE STANDARDS***

2. Recognize the major differences and similarities between the different cultural groups in the United States.
3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.
5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second hand language acquisition process.
13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of the students.
22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

***FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010***

D1:S1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

D1:S1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

D1:S1.1.e Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

D1:S1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

D3:S3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

### ***FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010***

a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system

a.2.d. Quality of Instruction: Learning Environment: Respects students' cultural, linguistic, and family background

### ***BACB TASK LIST-FOURTH EDITION***

EEX 6602

<b>SECTION 1: BASIC BEHAVIOR-ANALYTIC SKILLS</b>	
#	<b>B. EXPERIMENTAL DESIGN</b>
<b>B-02</b>	Review and interpret articles from the behavior-analytic literature.
#	<b>C. BEHAVIOR-CHANGE CONSIDERATIONS</b>
<b>C-01</b>	State and plan for the possible unwanted effects of reinforcement.
<b>C-02</b>	State and plan for the possible unwanted effects of punishment.
<b>C-03</b>	State and plan for the possible unwanted effects of extinction.
#	<b>D. FUNDAMENTAL ELEMENTS OF BEHAVIOR CHANGE</b>
<b>D-21</b>	Use differential reinforcement (e.g., DRO, DRA, DRI, DRL, DRH).
#	<b>E. SPECIFIC BEHAVIOR-CHANGE PROCEDURES</b>
<b>E-02</b>	Use discrimination training procedures.
<b>E-04</b>	Use contingency contracting (i.e., behavioral contracts).
<b>E-05</b>	Use independent, interdependent, and dependent group contingencies.
<b>E-07</b>	Plan for behavioral contrast effects.
<b>E-08</b>	Use the matching law and recognize factors influencing choice.
<b>E-10</b>	Use the Premack principle.
#	<b>F. BEHAVIOR-CHANGE SYSTEMS</b>
<b>F-01</b>	Use self-management strategies.
<b>F-02</b>	Use token economies and other conditioned reinforcement systems.



<b>F-03</b>	Use Direct Instruction.
<b>F-04</b>	Use precision teaching.
<b>F-05</b>	Use personalized systems of instruction (PSI).
<b>F-06</b>	Use incidental teaching.
<b>F-07</b>	Use functional communication training.
<b>F-08</b>	Use augmentative communication systems.
<b>SECTION 2: CLIENT-CENTERED RESPONSIBILITIES</b>	
<b>#</b>	<b>G. IDENTIFICATION OF THE PROBLEM</b>
<b>G-06</b>	Provide behavior-analytic services in collaboration with others who support and/or provide services to one's clients.
<b>#</b>	<b>I. ASSESSMENT</b>
<b>I-03</b>	Design and implement individuated behavioral assessment procedures.
<b>I-04</b>	Design and implement the full range of functional assessment procedures.
<b>I-05</b>	Organize, analyze, and interpret observed data.
	<b>J. INTERVENTION</b>
<b>J-10</b>	When a behavior is to be decreased, select an acceptable alternative behavior to be established or increased.
<b>J-11</b>	Program for stimulus and response generalization.
<b>J-12</b>	Program for maintenance.
<b>J-13</b>	Select behavioral cusps as goals for intervention when appropriate.
<b>#</b>	<b>K. IMPLEMENTATION, MANAGEMENT, AND SUPERVISION</b>
<b>K-03</b>	Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.
<b>K-04</b>	Design and use effective performance monitoring and reinforcement systems.
<b>K-05</b>	Design and use systems for monitoring procedural integrity.
<b>K-06</b>	Provide supervision for behavior-change agents.
<b>K-08</b>	Establish support for behavior-analytic services from direct and indirect consumers.
<b>K-09</b>	Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
<b>SECTION 3: FOUNDATIONAL KNOWLEDGE ACCOMPANYING THE BACB FOURTH EDITION TASK LIST</b>	
<b>FK 01-09</b>	<b>EXPLAIN AND BEHAVE IN ACCORDANCE WITH THE PHILOSOPHICAL ASSUMPTIONS OF BEHAVIOR ANALYSIS</b>
<b>FK-01</b>	Lawfulness of behavior
<b>FK-02</b>	Selectionism (phylogenic, ontogenic, cultural)
<b>FK-03</b>	Determinism
<b>FK-04</b>	Empiricism
<b>FK-05</b>	Parsimony
<b>FK-06</b>	Pragmatism

<b>FK-07</b>	Environmental (as opposed to mentalistic) explanations of behavior
<b>FK-08</b>	Distinguish between radical and methodological behaviorism.
<b>FK-09</b>	Distinguish between the conceptual analysis of behavior, experimental analysis of behavior, applied behavior analysis, and behavioral service delivery.
<b>FK 10-42</b>	DEFINE AND PROVIDE EXAMPLES OF:
<b>FK-10</b>	behavior, response, response class
<b>FK-11</b>	environment, stimulus, stimulus class
<b>FK-12</b>	stimulus equivalence
<b>FK-13</b>	reflexive relations (US-UR)
<b>FK-14</b>	respondent conditioning (CS-CR)
<b>FK-15</b>	operant conditioning
<b>FK-16</b>	respondent-operant interactions
<b>FK-17</b>	unconditioned reinforcement
<b>FK-18</b>	conditioned reinforcement
<b>FK-19</b>	unconditioned punishment
<b>FK-20</b>	conditioned punishment
<b>FK-21</b>	schedules of reinforcement and punishment
<b>FK-22</b>	extinction
<b>FK-23</b>	automatic reinforcement and punishment
<b>FK-24</b>	stimulus control
<b>FK-25</b>	multiple functions of a single stimulus
<b>FK-26</b>	unconditioned motivating operations
<b>FK-27</b>	conditioned motivating operations
<b>FK-29</b>	distinguish between the discriminative stimulus and the motivating operation
<b>FK-30</b>	distinguish between motivating operation and reinforcement effects
<b>FK-31</b>	behavioral contingencies
<b>FK-33</b>	functional relations
<b>FK-34</b>	conditional discriminations
<b>FK-35</b>	stimulus discrimination
<b>FK-36</b>	response generalization
<b>FK-37</b>	stimulus generalization
<b>FK-38</b>	behavioral contrast
<b>FK-39</b>	behavioral momentum
<b>FK-40</b>	matching law
<b>FK-41</b>	contingency-shaped behavior
<b>FK-42</b>	rule-governed behavior
<b>FK 43-46</b>	DISTINGUISH BETWEEN THE VERBAL OPERANTS
<b>FK-43</b>	Echoics
<b>FK-44</b>	Mands
<b>FK-45</b>	Tacts

FK-46

Intraverbals

**BEHAVIOR ANALYST CERTIFICATION BOARD®  
GUIDELINES FOR RESPONSIBLE CONDUCT**

- 3.0 ASSESSING BEHAVIOR.**  
 3.1 Behavioral Assessment Approval.  
 3.2 Functional Assessment.
- 4.0 THE BEHAVIOR ANALYST AND THE INDIVIDUAL BEHAVIOR CHANGE PROGRAM.**  
 4.1 Describing Conditions for Program Success.  
 4.2 Environmental Conditions that Preclude Implementation.  
 4.3 Environmental Conditions that Hamper Implementation.  
 4.4 Approving Interventions.  
 4.5 Reinforcement/Punishment.  
 4.6 Avoiding Harmful Reinforcers.  
 4.7 On-Going Data Collection.  
 4.8 Program Modifications.  
 4.9 Program Modifications Consent.  
 4.10 Least Restrictive Procedures.  
 4.11 Termination Criteria.  
 4.12 Terminating Clients.
- 5.0 THE BEHAVIOR ANALYST AS TEACHER AND/OR SUPERVISOR**  
 5.1 Designing Competent Training Programs and Supervised Work Experiences.  
 5.2 Limitations on Training.  
 5.3 Providing Course or Supervision Objectives.  
 5.4 Describing Course Requirements.  
 5.5 Describing Evaluation Requirements.  
 5.6 Providing Feedback to Students/Supervisees.  
 5.7 Feedback to Student/Supervisees.  
 5.8 Reinforcing Student/Supervisee Behavior.  
 5.9 Utilizing Behavior Analysis Principles in Teaching.  
 5.10 Requirements of Supervisees.  
 5.11 Training, Supervision, and Safety.
- 6.0 THE BEHAVIOR ANALYST AND THE WORKPLACE.**  
 6.1 Job Commitments.  
 6.2 Assessing Employee Interactions.  
 6.3 Preparing for Consultation.  
 6.4 Employees' Interventions.  
 6.5 Employee Health and Well Being.  
 6.6 Conflicts with Organizations.

**COURSE SCHEDULE (Subject to change)**

<b>Session</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignment</b>
1.	<ul style="list-style-type: none"> <li>○ Review of syllabus</li> <li>○ Positive behavior support (PBS)</li> <li>○ Environmental determinants of problem behaviors</li> </ul>	Bambara & Kern Chapter 1 Chapter 2	
2.	<ul style="list-style-type: none"> <li>○ Overview of behavior support</li> </ul>	Bambara & Kern	<ul style="list-style-type: none"> <li>● Online quiz</li> </ul>

	<ul style="list-style-type: none"> <li>process</li> <li>○ Teaming</li> </ul>	<p>Chapter 3 Chapter 4</p>	
3.	<ul style="list-style-type: none"> <li>○ Measuring behavior change</li> <li>○ Gathering functional assessment information</li> </ul>	<p>Bambara &amp; Kern Chapter 5 Chapter 6</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> </ul>
4.	<ul style="list-style-type: none"> <li>○ Overview of Functioned-Based Interventions;</li> <li>○ BIP Components Identifying &amp; Addressing Problem Behavior; The FBA/BIP Process</li> </ul>	<p>Bambara &amp; Kern Chapter 6 Chapter 7</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> <li>● <b>Case Study</b> (in class)</li> </ul>
5.	<ul style="list-style-type: none"> <li>○ Antecedent and setting event interventions</li> </ul>	<p>Bambara &amp; Kern Chapter 8</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> </ul>
6.	<ul style="list-style-type: none"> <li>○ Teaching Alternative skills</li> <li>○ Interventions for escape-maintained behaviors</li> <li>○ Interventions for attention-maintained behaviors</li> </ul>	<p>Bambara &amp; Kern Chapter 9</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> <li>● <b>Case Study</b> (in class)</li> </ul>
7.	<ul style="list-style-type: none"> <li>○ Responding to problem behavior</li> <li>○ Interventions for access-maintained behaviors</li> </ul>	<p>Bambara &amp; Kern Chapter 10</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> <li>● <b>Controversial Interventions Paper Due</b></li> </ul>
8.	<ul style="list-style-type: none"> <li>○ Long-term supports and ongoing evaluation</li> </ul>	<p>Bambara &amp; Kern Chapter 11</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> </ul>
9.	<ul style="list-style-type: none"> <li>○ No Class – Work on BIP</li> </ul>		<ul style="list-style-type: none"> <li>● Online quiz</li> </ul>
10.	<ul style="list-style-type: none"> <li>○ Extending behavior supports and ongoing evaluation</li> <li>○ School-wide positive behavior support</li> </ul>	<p>Bambara &amp; Kern Chapter 12 Chapter 13</p>	<ul style="list-style-type: none"> <li>● Online quiz</li> <li>● <b>BIP due on Blackboard</b></li> </ul>
11.	<ul style="list-style-type: none"> <li>○ TBD</li> <li>○ Presentations</li> </ul>		<ul style="list-style-type: none"> <li>● Online quiz</li> <li>● <b>Intervention Presentations</b></li> </ul>
12.	<ul style="list-style-type: none"> <li>○ TBD</li> <li>○ Presentations</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Intervention Presentations</b></li> </ul>

*APPENDIX B*  
*BEST PRACTICE REVIEW FORM*

Name: \_\_\_\_\_

Reference list (APA style - 5<sup>th</sup> Edition). List all four references here.

Next, create a table providing the following information. Be sure to add name references to each entry in the table so that each author is credited with his or her contribution to the best practice.

Describe the problems this practice is used to address	Describe the practice (note any additions or deletions made by a particular author)	Identify indicators that the practice is effective (one from each article)	Identify ways in which the practice can be applied in different settings