I. Course Description
This course will focus on characteristics and classifications of children and adolescents with behavior and emotional disorders. Intervention orientations and associated educational/treatment approaches for children and adolescents will be explained.

II. Rationale
This course is designed to provide students with practical information and strategies for use with children and adolescents with behavior and emotional disorders.

III. State Adopted Proficiencies for Educators
The state adopted proficiencies covered in this course follow.
Learner-Centered Knowledge. The educator possesses and draws on a rich knowledge base on content... to provide relevant and meaningful learning experiences for all students.
Learner-Centered Instruction. To create a learner-centered community, the educator collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
Equity in Excellence for All Learners. The educator responds appropriately to diverse groups of learners.
IV. STUDENT LEARNING OUTCOMES

Students in this graduate program will:

- demonstrate knowledge of individuals with disabilities;  
  (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities;  
  (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
- demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator;  
  (SPED 5385, SPED 5386, SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan.  
  (SPED 5380 is linked to this student learning outcome.)

V. TEXES Competencies

1. Domain I, Competency 002: The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
2. Domain II, Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
3. Domain II, Competency 004: The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
4. Domain II, Competency 006: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
5. Domain IV, Competency 012: The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.
6. Domain III, Competency 006: The educational diagnostician understands appropriate curricula and instructional strategies for students with disabilities.
7. Domain III, Competency 007: The educational diagnostician understands the use of appropriate assessment, evaluation, planning, and instructional strategies for developing behavioral and social
skills of students.

Council for Exceptional Children: Initial Level Content Standards

TAMUCC Special Education Program is aligned with the National CEC Standards:
Beginning special educators demonstrate their mastery of the following standards:

Initial Content Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on:
- philosophies and evidence-based principles and theories
- relevant laws and policies
- diverse and historical points of view
- human issues that influence the field and professional practice
- issues of human diversity that can impact families, cultures, and schools
- relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies

Initial Content Standard 2: Development and Characteristics of Learners
Special educators:
- know and demonstrate respect for their students first as unique human beings
- understand the similarities and differences in human development
- understand how exceptional conditions can interact with the domains of human development
- use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs

Initial Content Standard 3: Individual Learning Differences
Special educators:
- know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life
- utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition
- understand learning differences provide the foundation upon which special educators individualize instruction

Initial Content Standard 4: Instructional Strategies
Special educators:
- possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
- select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula
- modify learning environments appropriately for individuals with exceptional learning needs
- enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs
- promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem
- emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

**Initial Content Standard 5: Learning Environments and Social Interactions**

Special educators actively:
- create learning environments for individuals with exceptional learning needs
- foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement
- foster environments in which diversity is valued
- shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy
- help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions
- use direct motivational and instructional interventions
- teach students to respond effectively to current expectations
- intervene with individuals with exceptional learning needs in crisis
- coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Initial Content Standard 6: Language**

Special educators:
- understand typical and atypical language development
- use individualized strategies to enhance language development and teach communication skills
- are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
- match communication methods to an individual’s language proficiency and cultural and linguistic differences
- provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.
Initial Content Standard 7: Instructional Planning
Individualized decision-making and instruction is at the center of special education practice. Special educators:

- develop long-range individualized instructional plans anchored in both general and special education curricula
- systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors
- emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- modify instructional plans based on ongoing analysis of the individual’s learning progress
- facilitate instructional planning in a collaborative context
- develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts
- use appropriate technologies to support instructional planning and individualized instruction

Initial Content Standard 8: Assessment
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments:

- to help identify exceptional learning needs and to develop and implement individualized instructional programs
- to adjust instruction in response to ongoing learning progress

Special educators understand:

- legal policies and ethical principles of measurement
- measurement theory and practices
- appropriate use and limitations of various types of assessments

Special educators collaborate with families and other colleagues to:

- assure nonbiased, meaningful assessments and decision-making
- conduct formal and informal assessments of behavior, learning, achievement and environments
- identify supports and adaptations required for individuals
- regularly monitor the progress of individuals
- use appropriate technologies to support their assessments.
Initial Content Standard 9: Professional and Ethical Practice
Special educators are guided by the profession’s ethical and professional practice standards to:

- to practice ongoing attention to legal matters along with serious professional and ethical considerations

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

Initial Content Standard 10: Collaboration

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways and promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

VI. Course Objectives and Outcomes
The overarching objective in this course is to provide research-based best practices on how to identify, assess, educate, and intervene with students with behavioral and emotional disorders to better meet their educational and social-behavioral needs.
This course is designed to enable special education teachers and educational diagnosticians to explore the relationship between academic underachievement and problem behavior with an emphasis on early detection and assessment by:
1. Exploring an integrated system of prevention and intervention for students with or at risk for learning and emotional-behavior difficulties; and
2. Addressing academic behaviors and instructional issues; and
3. Learning to manage challenging behaviors; and
4. Providing an integrated approach to student services.

VII. Course Topics
The major topics to be considered are the following:
• Special Education and Section 504 law
• Students With or At risk for Learning and Emotional-Behavioral Difficulties
• Proactive Approaches for Identifying and Treating Students At Risk for Academic Failure
• Proactive Approaches for Identifying Students At Risk for Sociobehavioral Problems
• Curriculum Clarification, Lesson Design, and Delivery
• Direct Instruction • Teaching Reading, Writing, and Mathematics to Students with Emotional! Behavior Disorders (B/Bj))
• Homework for Students with E/Bt)
• Designing Classroom Organization and Structure
• Proactive and Preventative Practices and Outcomes for EIBD Students
• Social Skills Assessment and Instruction for E/BD Students
• Effective Intervention Strategies for E/13D Students
• Paraprofessionals Supporting Students with Behavioral Difficulties
Transitioning from School to the Community

VIII. Instructional Methods and Activities
The methods and activities for instruction include the following:
• Lecture/discussion approach
• Role-playing in handling of student misbehavior and enforcement of the Student Code of Conduct
• Student presentations on course topics which demonstrate “expert” knowledge in one of the course topics
• Written assignments
IX. Evaluation and Grade Assignment
The final grade will be based on the following:

Assignments:
- Attendance and Class Participation  
  100 points
- Weekly discussion of textbook reading/journal assignment  
  100 points
- Functional Behavior Assessment and Behavior Intervention Plan (group activity)  
  100 points
- Video Review (group project)  
  100 points
- Behavior Intervention/Change Plan (individual project)  
  400 points *
- Classroom Management Plan (rules, letter to parents, consequences, reinforcement)  
  100 points
- Course Exam  
  100 points

Grade Schedule

-900 = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F

The student is expected to:
1. Be prompt and attend class. Your grade will be lowered by one letter for each class missed after two absences. Late arrivals and early departures from class will be recorded cumulatively and can add up to result in an absence of record.
2. Be responsible for any materials missed if absent. (Get the phone numbers of two peers during first week of class.)
3. All written work turned in must be typewritten. With the exception of field journals, hand-written work will not be accepted. Late and second submissions of required work will automatically lose 10% daily after the due date.
4. Participate in class discussion and activities and put forth honest effort in-group work with peers. The professor will evaluate your participation in large and small group throughout the semester. Excessive private discussion during lecture or any class activities
disrupts the class and will negatively affect your grade. If you find that you are a person who talks excessively to your peers during class lecture and other activities where this is inappropriate, please elect to move and don’t sit by your friend. The discipline this requires is greatly appreciated.

5. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not read or compose texts during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

X. Required text


Required packet for purchase
# TENTATIVE CLASS SCHEDULE/ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td><strong>Introduction/Class Orientation</strong>&lt;br&gt;Review Chapters 1 and 2&lt;br&gt;<strong>Part I  <em>Foundations of Effective Behavior Management</em></strong>&lt;br&gt;Chapter 1  <em>Identifying and Serving Students with Behavior Problems</em>&lt;br&gt;Chapter 2  <em>School- and Classroom-Wide Positive Behavior Support</em></td>
</tr>
<tr>
<td>Jan 19</td>
<td>Select and View Super Nanny Episode (group work)</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Planning time for Video Presentations, including FBA &amp; BIP</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Classroom Management Planning <em>explained</em>&lt;br&gt;Planning time for Video Presentations, including FBA &amp; BIP</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Three Super Nanny group presentations, including FBA &amp; BIP</td>
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<tr>
<td>Feb 16</td>
<td>Three Super Nanny group presentations, including FBA &amp; BIP</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Classroom Management Planning (large group activity)</td>
</tr>
<tr>
<td>Mar 1</td>
<td><strong>Part I  <em>Foundations of Effective Behavior Management</em></strong>&lt;br&gt;Chapter 3  <em>Principles of Intervention Planning</em>&lt;br&gt;Chapter 4  <em>Assessment-Based Intervention Planning</em>&lt;br&gt;Chapter 5  <em>Monitoring Student Progress</em>&lt;br&gt;Chapter 6  <em>Evaluating Intervention Effects</em></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Dr. Zipprich to clarify <em>Behavior Intervention/Change Plan</em></td>
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</table>
March 15  SPRING BREAK

Mar 22  Part II  *Strategies for Specific Behavior Problems*
Chapter 7  *Addressing Disruptive Behaviors*
Chapter 8  *Improving School Survival Skills and Social Skills*
Chapter 9  *Addressing Aggressive Behaviors*
Chapter 10 *Developing Alternatives to Self-stimulatory and Self-injurious Behavior*

Review Behavior Intervention/Change Plan with a small group in class

Mar 29  Part III  *Beyond the Classroom*
Chapter 11  *Supporting Students with Psychiatric Problems*
Chapter 12  *Extending Intervention Effects*

Review Behavior Intervention/Change Plan with a small group in class

Behavior Intervention/Change Plan must be approved by Dr. Zipprich

April 5  *Let’s Catch Up!*

Apr 12  Presentations: Behavior Intervention/Change Plans

April 19  Presentations: Behavior Intervention/Change Plans

April 26  Presentations: Behavior Intervention/Change Plans

May 3  Course Exam

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2011 is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*
Analysis of Behavior Intervention
Super Nanny Episode: Family Name:

Note: This will be a combined project:
Video Review (group project) 100 points
Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) (group project) 100 points

1. Describe the problem/s (discipline issues and unacceptable behaviors) from the point of view of the Nanny.

2. Describe the problem/s (discipline issues and unacceptable behaviors) from the point of view of the parents.

3. Describe the problem/s (discipline issues and unacceptable behaviors) from the point of view of the children.

4. What are the strengths of the family?
   Parents:
   Children:

5. List the recommendations the Nanny made to the parents?
6. What behavior was the Nanny targeting for each of the above recommendations?

7. How did the Nanny communicate the plan to the children?

8. What did the Nanny suggest for the parents to do?
   Mother:
   Father:

9. How was the desired behavior taught, modeled, and reinforced within the episode?

10. Describe what happened after the intervention by the Nanny.

   What tips for behavior management have you learned from this episode that can be applied to classroom management?

   Select a significant event from the episode to share during class presentation.

   Instructions will be provided for completion of:
   Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) (group activity) 100 points
Presentation of Supernanny Episode

Date of Presentation:
______________________________________

Supernanny Episode/Family Name:
______________________________________

Members of the Group (print legibly)
BEHAVIOR INTERVENTION/CHANGE PLAN—SPED 5380 Student Learning Outcome (SLO)

- develop a behavior intervention/change plan.

(SPED 5380 is linked to this student learning outcome.)

A behavior change program will be required in this course on one student or a small group of students in a classroom or other approved setting concerning an academic or social behavior you feel needs to be changed in some manner. If you choose to change an academic behavior, you must identify an academic task or task sequence that student/s must learn or improve. If you choose to change a social behavior, you will observe and record one appropriate behavior which needs to be increased “or” one inappropriate behavior which needs to be decreased.

In either case, you will be required to observe and record the behavior as it is occurring in baseline condition and during your treatment condition. You will need 3 – 5 pinpoints of data for the baseline condition, and 7 – 10 pinpoints of data for the treatment condition. (Approximately 15 contact sessions with student/s.) You will be required to graph the data collected and to submit it with a written report concerning the total project following the format below.

DIRECTIONS: Respond to all of the questions below. Be as specific as you can.

1. **GENERAL DESCRIPTION OF THE BEHAVIOR PROBLEM AND PURPOSE OF THE BEHAVIORAL CHANGE PLAN.**

2. **SUBJECT:** General description; use first name only.

3. **SETTING:** Where will the plan be carried out?

4. **TARGET BEHAVIOR:** Explain the behavior you have chosen and why. Provide the label you have given the behavior, and define it within the context of your project.

5. **OBJECTIVE OF PROGRAM:** State a measurable behavioral objective for the plan.

6. **BASELINE PHASE:** Explain the baseline condition. Describe your observations and the development of your record keeping. How was the baseline target behavior recorded? What measurement/graphing techniques were employed? If any special equipment
and/or forms are used, please attach and explain. **BE DETAILED.**

7. **INTERVENTION PHASE:** What will you do to meet your stated objective? Explain a selected treatment procedure and how it was carried out. Be sure to refer to textbooks, professional journals, etc. as you develop your intervention procedures. **Be specific.** Tell me in detail how the intervention was done to improve the behavior. Then, select two (2) additional treatments which you “might” use if your first treatment failed. Explain how you will carry out these interventions in detail.

8. **RAW RESULTS:** Report the Mean of Baseline and Treatment data collected. Graph baseline and intervention.

9. **MAINTENANCE AND GENERALIZATION:** What features might you design into your program to increase the probability that desired behavior change will be maintained after treatment?

10. **RATIONALE/DEFENSE/ADDITIONAL COMMENTS:** Explain the usefulness, practicality, generalizability, and possible long range effects of your proposed plan. In short, defend it! How do you know this will benefit the child? What made you think your first intervention would effectively change the behavior? You will build a stronger defense if you refer to textbooks, professional journals, etc. and cite references.

   I would like to review the first seven steps of your plan in advance of your actual baseline data collection and treatment.

   Please ask cooperating teacher to help you select student(s). (When applicable)
EVALUATION:
BEHAVIOR/INTERVENTION CHANGE PLAN

Evaluation of the project is based on the following criteria:

1. General Description and Purpose (20 points)

2. Subject (20 points)

3. Setting (20 points)

4. Target Behavior (20 points)

5. Objective of Program (20 points)

6. Baseline Phase (60 points)

7. Intervention Phase (120 points)

8. Raw Results (40 points)

9. Maintenance and Generalization (40 points)

10. Rationale/Defense/Additional Comments (40 points)

Total Available Points 400
Total Points Earned ________________
Chapter 1: Identifying and Serving Students with Behavior Problems

- Criteria for an Effective Intervention Plan (Box 1-1), p. 10

Key Terms:
- Accommodation plan
- Americans with Disabilities Act
- Attention-deficit hyperactivity disorder
- Behavior intervention plans
- Behavior specialist
- Behavior Support Team
- Communicative function
- Comorbidity
- Consulting teacher
- Council for Children with Behavioral Disorders
- Council for Exceptional Children
- Diagnostic and Statistical Manual of Mental Disorders, 4th Edition
- Effective behavioral support
- Externalizing
- Full inclusion
- Functional Behavioral Assessment (FBA)
- Individualized Education Plan (IEP)
- Individualized Education Program Team
- Individuals with Disabilities Education Act (IDEA)
- Intensive intervention
- Interim alternative educational setting
- Internalizing
- Least restrictive environment
- Local educational agency
- Manifestation determination
- No Child Left Behind Act
- Positive behavior support
- Pragmatic language skills
- Prereferral intervention
- Primary prevention
- Projective technique
- Research-validated practices
- Screening
Secondary prevention
Section 504
Social competence
Supported inclusion
Syndrome
Systems of care
Targeted intervention
Tertiary prevention
Universal intervention
Wraparound plan

Chapter 2:
School- and Classroom-Wide Positive Behavior Support

- Implementing School-Wide Positive Behavior Support, pp. 44-50
- Implementing Positive Behavior Support in the Classroom, pp. 50-61
  - Prerequisites to classroom Behavior Management (Box 2-1), p. 53
  - Teaching Behaviors of Effective Teachers (Figure 2-4), p. 54
  - Modifying Tasks, pp. 54-55
  - Pre-correction, p. 55
  - Using Prompts and Cues, pp. 55-56
  - Teacher Attention and Praise, p. 56
  - Using Antecedents and Consequences Systematically, p. 59
  - Levels System, pp. 60-61
  - Levels System Considerations (Box 2-3). P. 61

Key Terms:
Behavior report
Conditioned reinforcer
Differential reinforcement
Discriminative stimulus
Edible reinforcers
Extinction
Levels system
Office discipline referral
Opportunities to respond
Pre-correction
Psychotropic medication
Setting events
Social reinforcement
Stimulus control
Tangible reinforcers
Chapter 3:
Principles of Intervention Planning

- Stimulus Control, pp. 69-71
- Shaping, p. 70
- Self-regulation, p. 75
- Social Reinforcement, pp. 75-76
- Examples of Student Behavior and Corresponding Behavior-Specific Praise Statement (Box 3-1), p. 76
- Modeling, p. 76
- Behavioral Contracting, pp. 76-77
- Activity Reinforcement, p. 77
- Token Reinforcement, pp. 77-78
- Tangible Reinforcement, p. 78
- Edible Reinforcement, pp. 78-79
- Tactile and Sensory Reinforcement, p. 79
- Differential Reinforcement, pp. 80-81
- Extinction, p. 81
- Verbal Aversives, pp. 81-82
- Response Cost, p. 82
- Time-Out, pp. 82-83
- Overcorrection, p. 83
- Physical Aversives, pp. 83-84

Key Terms:
Activity reinforcement
Antecedent stimuli
Applied behavior analysis
Aversive stimulus
Behavior or contingency contract
Behavior-specific praise
Consequent stimuli
Contingency
Contingent observation
Differential reinforcement of alternate behaviors
Differential reinforcement of incompatible behaviors
Differential reinforcement of low rates of behavior
Differential reinforcement of other behaviors
Enhancement procedures
Escape and avoidance behaviors
Exclusionary time-out
Fair pair rule
High-probability behavior
Intrusiveness
Low-probability behavior
Modeling
Negative reinforcement
Overcorrection
Physical aversive
Planned ignoring
Positive practice overcorrection
Positive reinforcement
Punishment
Reductive procedures
Reinforcement
Reinforcer sampling
Reinforcing event menu
Replacement behavior
Response cost
Restitutional overcorrection
Restrictiveness
Seclusionary time-out
Self-evaluation
Self-injurious behavior
Self-monitoring
Self-regulation
Self-reinforcement
Self-stimulatory behavior
Sensory extinction
Shaping
Social reinforcement
Subsequent event
Tactile and sensory reinforcement
Tangible reinforcement
Time-out
Token economy
Verbal aversives
Chapter 4: Assessment-Based Intervention Planning

- Behavioral Assessment, pp. 102-103
- Guidelines for Behavioral Assessment (Table 4-1), p. 103
- Assessment-Based Intervention Planning, pp. 110-128
  - Functional Analysis of Behavior, p. 119
  - Behavioral Objectives, pp. 125-128
  - Acceptable and Unacceptable Instructional Objectives (Table 4-4), p. 125
  - Task Analysis, p. 126

Key Terms:
Antecedent-behavior-consequence (A-B-C) assessment
Behavioral contexts
Behavioral interviews
Behavioral objectives
Checklists
Direct assessment of behavior
Functional analysis
Indirect behavioral assessment
Long-term objective
Operational definition
Problem behavior pathway
Rating scales
Replacement behavior
Response efficiency
Response equivalency
Response topography
Scatter plot
Self-report
Short-term objective
Social skills
Social validation
Sociometric procedures
Successive approximations
Target behaviors
Task analysis
Teacher expectations
Teacher rankings
Chapter 5:
Monitoring Student Progress

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- Trials to Criterion Recording, p. 147
- Trials-to-Criterion Data Sheet (Figure 5-2), p. 148
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- Response Latency Recording, p. 148
- Using Interval Recording, pp. 148-149
- Sample Interval Recording Form (Figure 5-3), p. 150
- Time Sampling, pp. 149, 151, 153
- Interval Recording Form (Figure 5-4), p. 151
- Variable-Interval Recording Form (Figure 5-5), p. 152
- Student Portfolios, pp. 153-155

Key Terms:
Continuous behavior
Curriculum-based assessment/measurement
Data decision rules
Dependent measures
Discrete behavior
Discrete learning trials
Distributed trials
Duration recording
Formative evaluation
Frequency recording
Interobserver agreement
Interval recording
Massed trials
Measurement probes
Momentary time sampling
Permanent products
Portfolios
Rate per minute
Response latency recording
Summative evaluation
Time sampling
Chapter 6:
Evaluating Intervention Effects

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  - Cumulative Graph, p. 168
  - Frequency Polygon, p. 168
  - Equal Interval Graph, p. 168
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  - Progress Chart, p. 169
  - Performance Graph, p. 169
- Data-Based Decision Making, PP. 175-184
  - Trend Lines, p. 179
- Single Subject Research Designs, pp. 184-189

Key Terms:
Aim lines
Alternating treatments design
Bar graph
Baseline
Baseline data
Changing criterion design
Chart
Competing explanations
Condition lines
Conditions
Cumulative graph
Data-based decision making
Dependent variable
Ecological ceiling
Equal interval graph
Equal ratio graph
Experimental control
External validity
Frequency polygon
Functional relationships
Graph
Independent variable
Internal validity
Intervention
Level
Line of desired progress
Multiple baseline designs
Multiple probe design
Performance graph
Phase change lines
Progress graph
Reversal designs
Single-subject research design
Simple-middle line of progress
Static measures
Trend lines
Trends
Withdrawal designs

Chapter 7:
Addressing Disruptive Behaviors
- Monitoring Teacher Verbal and Nonverbal Behavior, pp. 189-199
- The Praise - and- Ignore Approach, p.200
- Contingency Contracting, p. 202
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- Token Economy Programs, pp. 202, 204-206
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- Strategy for Conducting Group Goal Setting and Feedback (Table 7-2), p. 207
- Peer Monitoring, pp. 207-208
- Group Contingencies, p. 208-210
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- Good Behavior Game, pp. 210-211
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Key Terms:
Communicative function
Dependent group contingency
Environmentally mediated interventions
Group goal setting and feedback
High-probability requests
Home-based contract
Independent group contingency
Interdependent group contingency
Peer manager strategy
Peer-mediated interventions
Peer-monitoring procedure
Public posting
Reprimands
Self-evaluations
Self-instruction
Self-mediated interventions
Self-monitoring
Self-recording
Teacher-mediated interventions

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Key Terms:
Analog measures
Cooperative learning
Elective mutism
Peer tutoring
School survival skills
Self-determination
Social competence
Social skills
Social withdrawal

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**Key Terms:**
Aggression
Anger management training
Antecedent-behavior-consequence (ABC) analysis
Antisocial behavior
Conduct disorder
Pinpoint
Response cost

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**Key Terms:**
Automatic reinforcement
Coprophagia
Differential reinforcement of other behavior
Extinction
Functional analysis
Interruption and redirection
Motivative operations
Movement suppression procedure
Noncontingent reinforcement
Perceptual reinforcement
Pica
Response-reinforcer procedure
Ritualistic
Self-injurious behavior
Self-mutilating behavior self-stimulatory behavior
Sensory extinction
Sensory reinforcement
Stereotypic
Stimulus variation

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Key Terms:
Anxiety disorders
Binge drinking
Bipolar disorder
Bulimia
Depression
Drug and alcohol abuse
Dysthymia
Eating disorders
Generalized anxiety disorder
Hypersomnia
Major depression
Mood disorder
Obsessive-compulsive disorder
Posttraumatic stress disorder
School refusal
Separation anxiety disorder
Social anxiety disorder
Specific phobia
Student Assistance Program
Suicide

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Key Terms:
Cognitive behavior modification
Community-based instruction/training
Criterion of ultimate functioning
Generalization plan
Levels system
Primary treatment settings
Response generalization
Response maintenance
Schedule of reinforcement
Self-mediated strategies
Stimulus generalization
Thinning reinforcement
Transenvironmental programming
Transfer of training
Transition plan
Trapping effect treatment integrity
Vicarious reinforcement
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SPED 5380:
CHILDREN AND ADOLESCENTS WITH BEHAVIOR DISORDERS

3 SEMESTER HOURS - Spring Semester 2011
Thursday, 4:20-6:50 PM – CCH 110
Texas A&M University – Corpus Christi
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