Texas A&M University Corpus Christi

SPED 4335 Fall 2018
Applied Learning Theory
Instructor:  Kimberly Cook
Location:  Engineering Room 107
Class:  Tuesdays, 4:20 – 6:50 p.m.

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Office Hours:  by appointment

I. Course Description
This course is designed to develop and extend the student’s knowledge of the principles of applied learning theory as it relates to students with disabilities.

II. Rationale
This course is designed to familiarize students with current learning theories and their influence on instructional methods as they pertain to students with disabilities.

III. State Adopted Proficiencies for Teachers
The state adopted proficiencies covered in this course include the following:
1. Equity in Excellence for All Learners. The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. TExES Competencies and CEC National Standards

TExES Competencies

DOMAIN I – UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND EVALUATING THEIR NEEDS

Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.

DOMAIN IV – FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 010: The special education teacher understands the philosophical, historical, and legal foundations of special education.
Competency 011: The special education teacher applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Council for Exceptional Children Initial Level Content: Special educators demonstrate their mastery of the following standards:

A. Initial Content Standard 1, Foundations: Special educators understand the field as an evolving and changing discipline based on:
   1. Philosophies and evidence-based principles and theories;
   2. Relevant laws and policies;
   3. Diverse and historical points of view;
   4. Human issues that influence the field and professional practice;
   5. Issues of human diversity that can impact families, cultures, and schools;
   6. Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

B. Initial Content Standard 2, Development and Characteristics of Learners: Special educators:
   1. Know and demonstrate respect for their students first as unique human beings.
   2. Understand the similarities and differences in human development.
   3. Understand how exceptional conditions can interact with the domains of human development.
   4. Use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.

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

D. Initial Content Standard 4, Instructional Strategies: Special educators:
   1. Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
   2. Select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula;
   3. Modify learning environments appropriately for individuals with exceptional learning needs.
   4. Enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs.
   5. Promote increased student’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
6. emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

E. Initial Content Standard 5, Learning Environments and Social Interactions:
Special educators actively:
1. Create learning environments for individuals with exceptional learning needs.
2. Foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
3. Foster environments in which diversity is valued.
4. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
5. Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
6. Use direct motivational and instructional interventions.
7. Teach students to respond effectively to current expectations.
8. Intervene with individuals with exceptional learning needs in crisis.
9. Coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

F. Initial Content Standard 6, Language: Special educators:
1. Understand typical and atypical language development
2. Use individualized strategies to enhance language development and teach communication skills
3. Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
4. Match communication methods to an individual’s language proficiency and cultural and linguistic differences
5. 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.

G. Initial Content Standard 7, Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators:
1. Develop long-range individualized instructional plans anchored in both general and special education curricula.
2. 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.
3. Emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
4. Modify instructional plans based on ongoing analysis of the individual’s learning progress.
5. Facilitate instructional planning in a collaborative context.
6. Develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts.
7. Use appropriate technologies to support instructional planning and individualized instruction.

H. 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.
1. Special educators use the results of assessments to:
   a) Help identify exceptional learning needs and to develop and implement individualized instructional programs.
   b) Adjust instruction in response to ongoing learning progress.
2. Special educators understand:
   a) Legal policies and ethical principles of measurement, measurement theory and practices.
   b) Appropriate use and limitations of various types of assessments
3. Special educators collaborate with families and other colleagues to:
   a) Assure nonbiased, meaningful assessments and decision-making.
   b) Conduct formal and informal assessments of behavior, learning, achievement and environments.
   c) Identify supports and adaptations required for individuals.
   d) Regularly monitor the progress of individuals.
   e) Use appropriate technologies to support their assessments.

I. Initial Content Standard 9, Professional and Ethical Practice: Special educators are guided by the profession’s ethical and professional practice standards:
1. To practice ongoing attention to legal matters along with serious professional and ethical considerations.
2. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

J. Initial Content Standard 10: Collaboration:
1. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
2. 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.

V. Course Objectives/Student Learning Outcomes
Course Objectives
This course is designed to enable students to:

• Describe prevalent learning theories as they pertain to students with severe disabilities
• Discuss ABA strategies – in theory and practice
• Delineate the link between theory and research-based teaching strategies
• Identify, describe, and apply research-based teaching methods for students with disabilities

Outcomes
Students in the EC-12 Special Education program will:

• demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs;
  (SPED 4310, SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities;
  (SPED 4330, SPED 4335, SPED 4340, and SPED 4345 are linked to this student learning outcome.)
• demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher;
  (SPED 4310 and SPED 4330 are linked to this student learning outcome.)
• effectively apply the competencies of a special education teacher in their student teaching experience.
  (SPED 4310, SPED 4325, SPED 4330, SPED 4335, SPED 4340, SPED 4345 and SPED 4398 are linked to this student learning outcome.)

VI. Course Topics
The course topics include:

• Applied Behavior Analysis
• Discreet Trial Training
• Naturalistic/Milieu Teaching
• Visual Supports
• Adapting Grade Level Standards for Instruction

VII. Instructional Methods and Activities

• Traditional Experiences (i.e., lecture, discussion, multimedia presentations)
• Clinical Experiences (i.e., cooperative groups, student presentations, value clarification)

VIII. Evaluation and Grade Assignment
A total of 150 points can be earned in this course.
The major requirements of this course include the following assignments:

1. Two Quizzes
2. Class Assignments (see below)
3. Attendance and Participation
4. One Exam

**Exam & Quizzes (40 pts.):** This class contains one exam (20 pts) and two quizzes (10 pts each).

**Assignments (90 pts.):** This class contains hands-on activities and assignments (including homework assignments). It is critical that you attend each class and fully participate in all assignments and activities – including course discussions, simulations, role-play scenarios, assigned readings, etc. You are expected to come to class prepared and ready to learn and to discuss information presented in class and in the textbook. Refer to Course Policies for additional information. You MUST submit your work on the due date to receive full credit.

This class is designed to support students in applying learning theory to practice. It is important that each activity is approached with diligence and professionalism. Please refer to our Bb link for more information on each activity.

The following activities are worth:

- DTT lesson: 10 pts.
- Visual Schedule/Task: 10 pts.
- Module Discussions and Tasks: 15 pts.
- Social Story/Script: 10 pts.
- Literacy Piece and Instructional Activity: 15 pts.
- Multisensory Book: 10 pts.
- 3 App Activity: 10 pts.
- Communication Activity: 10 pts.
- Reading Review Homework Responses: 8 pts.

**Attendance and Participation (12 pts.):** Each instructional class is worth up to 1 point.

***Community Service Opportunity (5 pts.):** Optional. This is an optional, extra credit activity. Different community service volunteer options will be offered throughout the course. THIS IS NOT REQUIRED. Detailed written summary of activity is required to earn credit.
IX. Textbook

Required:

X. Course Schedule and Policies

Tentative Course Schedule
See attached.

Attendance Policy
Attendance is expected. Due to the nature of this course, participation is critical. You will need to log onto Bb as we will using the site to share work, ideas, and resources. Please arrive to class on time and be prepared to stay until the class is dismissed. Arriving late or leaving early twice during our course (any combination), will count as an absence. If you miss a class, it is your responsibility to check in with a classmate for notes, materials and other information you have missed. Please note: There are no extra credit opportunities in this class.

Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence.

Late Work
NO late assignments will be accepted – only under the most extraordinary circumstances as determined by the instructor. DO NOT WAIT UNTIL THE LAST MINUTE to complete and submit your work. Expect the unexpected and prepare ahead of time.

Cell Phone/Electronic Devise Usage
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.

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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of
academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:


If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

**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. (November 15, 2017) 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**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational
experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Professional behavior is expected of all students in this class. Inappropriate class conduct (cursing, disruption, sidebar conversations, etc.) may result in a reduced final grade or failure of the course.

**Grade Appeals***
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make
certain that the course instructor has a primary and a secondary means of contacting each student.
*Required by SACS or HB2504

XII. Bibliography

The knowledge base that support course content and procedures include, but is not limited to, the following:


The following professional organizations and their respective publications are important resources for specialists in the disability field:

- Council for Exceptional Children
Division for Physical and Health Disabilities
Council of Administrators of Special Education
Council for Children with Behavioral Disorders
Division on Developmental Disabilities
Division for Communicative Disabilities and Deafness
Division for Learning Disabilities
Division on Visual Impairments
The Association for the Gifted
Teacher Education Division
Division for Early Childhood
Council for Educational Diagnostic Services
Technology and Media Division
Division on Career Development and Transition
Division for Research
Division for Culturally & Linguistically Diverse Exceptional Learners TAS
SPED 4335 meets on Tuesdays, 4:20-6:50, Engineering, room 107
Instructor: Kimberly Cook
Office: TAMUCC O’Connor Building Room 221
Email: kimberly.cook@tamucc.edu
Office Hours: by appointment
<table>
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<tr>
<th>Session</th>
<th>Tentative Class Activities</th>
<th>Due</th>
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<tbody>
<tr>
<td>Tues. Aug. 28</td>
<td>Introduction, Syllabus, Expectations</td>
<td>Bring Textbook</td>
</tr>
<tr>
<td>Tues. Sept. 4</td>
<td>Autism, Inclusive Schooling, (Ch. 1 &amp; 2) and ABA Introduce Modules</td>
<td>Introductory Activity</td>
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<tr>
<td>Tues. Sept. 11</td>
<td>Role of the Teacher (Ch. 3) and Discrete Trial Training</td>
<td>Ch. 1&amp;2 Questions</td>
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<tr>
<td>Tues. Sept. 18</td>
<td>Discrete Trial Training/Naturalistic/Milieu Training</td>
<td>Ch. 3 Questions</td>
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<tr>
<td>Tues. Sept. 25</td>
<td>Connecting with Families (Ch. 4) Creating a Comfortable Classroom (Ch. 5) Visual Supports/Task Analysis/PECS</td>
<td>DTT Lesson</td>
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<tr>
<td>Tues. Oct. 2</td>
<td>Visual Supports Friendships, Social Relationships and Belonging (Ch. 6) Social Scripts/Stories</td>
<td>Ch.4 &amp; 5 Questions Module 1 &amp; Discussion Quiz 1</td>
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<tr>
<td>Tues. Oct. 9</td>
<td>Work on Module 2: Aligning Curriculum, Instruction, and Assessment</td>
<td>Visual Support Ch. 6 Questions</td>
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<td>Tues. Oct. 16</td>
<td>Communication Skills &amp; Instruction (Ch. 7)</td>
<td>Social Scripts Module 2 &amp; Discussion</td>
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<td>Tues. Oct. 23</td>
<td>Literacy /Web-mediated literature (Ch. 8) Web tools/Multisensory Books Instruction and Assessment</td>
<td>Ch. 7 Questions Module 3 &amp; Discussion</td>
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<td>Tues. Oct. 30</td>
<td>Work on Module 4: Aligning Curriculum, Instruction</td>
<td>Ch.8 Questions</td>
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<tr>
<td>Tues. Nov. 6</td>
<td>Rethinking Behavior / Inclusive Pedagogy (Ch. 9 &amp; 10)</td>
<td>Visual Book Packet TEA ppt Module 4 &amp; Discussion Quiz 2</td>
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<tr>
<td>Tues. Nov. 13</td>
<td>Presentations of literacy piece and assessment Adapting literature with multisensory</td>
<td>C. 9 &amp; 10 Questions Literacy Piece and Assessment</td>
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<td>Tues. Nov. 20</td>
<td>Work on multisensory books, 3 apps activity, and module 5</td>
<td>No class</td>
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<td>Tues. Nov. 27</td>
<td>Teaching Strategies and Collaboration (Ch. 11 &amp; 12), round robin with multisensory books</td>
<td>Multisensory Books</td>
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<td>Tues. Dec. 4</td>
<td>Presentations</td>
<td>C. 11 &amp; 12 Questions Module 5 &amp; Discussion 3 Apps Due – Final Form</td>
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<tr>
<td>Friday, Dec. 7</td>
<td>Exam</td>
<td>Exam</td>
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