

Texas A&M University- Commerce
Education and Human Services
Psychology, Counseling, and Special Education
Syllabus for SPED 580: Adaptive Behavior in Special Education
(3 credits)

Semester and year: Fall 2012
Course dates: August 27, 2012 – December 14, 2012
Course meetings: Thursdays 7:20 P.M. – 10:00 P.M.
Course location: Henderson- Room 207

Professor: Brittany Hott, Ph.D.
Office: Henderson 225
Office Hours: Tuesdays and Thursdays 1:00 P.M. - 4:00 P.M.; by appointment
Phone: (903) 886-5780
E-Mail: Brittany.Hott@tamcu.edu

COURSE DESCRIPTION

University Catalog Description

The purpose of this course is to explore principles of infant/child development, assessment and methods in the areas of perceptual motor, self-help and social behavior. The role of parents will be examined and strategies for parent-professional involvement will be explored.

COURSE COMPETENCIES

Students will demonstrate understanding and will apply knowledge of:

- formal and informal assessment procedures and how to evaluate student competencies for instructional decisions.
- procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
- issues and procedures for teaching appropriate student behavior and social skills.
- transition issues and procedures.
- professional roles and responsibilities adhering to legal and ethical requirements of the profession.
- effective communication in a variety of settings.
- responsibilities of the Educational Diagnostician.

LEARNING ACTIVITIES

- Student participation in small group activities, including analysis and synthesis of readings
- Application of course concepts to case studies and practical scenarios
- Access and analyze materials and resources using a variety of mediums, including web-based resources, applicable professional organization materials, and peer-reviewed journal articles

INSTRUCTOR SUPPORT

Communication

In addition to office hours, the instructor is available by Skype, MeBeam, and email during office hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays and Wednesdays between 1:00 P.M. and 4:00 P.M., the instructor will return emails upon receipt. Outside of these times, please allow 24 hours to receive a response.

MATERIALS

Required Text

Hogan, L. (2010). Pearson custom education: Special education 580, Adaptive behavior in Exceptional Children. New York: Pearson Learning Solutions.

Recommended Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Supplemental Materials (as needed)

When seeking additional information and/or a research-base for your program, it is essential that you access a variety of professional journals. Some suggestions include:

Beyond Behavior

Journal of Special Education

Teaching Exceptional Children

Intervention School and Clinic

Exceptional Children

Behavioral Disorders

Assessment for Effective Intervention

Professional School Counseling

Journal for Emotional and Behavioral Disorders

JABA (Journal of Applied Behavioral Analysis)

Behavior Therapy

Behavior Analyst

UNIVERSITY POLICIES AND PROCEDURES

Students with Disabilities

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Resource for **Free Textbooks** for Students with a Documented Disability: www.bookshare.org

Student Conduct

- "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)
- Plagiarism and/or cheating will **not** be tolerated. The first offense of either activity will result in a "0" on the assignment, and the second offense will result in a "0" for the entire course.

Plagiarism

- "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." Oxford English Dictionary.
- Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this class.
- Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

Cheating On Examinations, Quizzes and Other Course Assignments

- The Oxford English Dictionary defines the verb "to cheat" as: "2. to defraud; to deprive of by deceit; 3. a. to deceive, impose upon, trick; b. to lead into (an action) by deception; 4. a. to deal fraudulently, practice deceit."
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. That can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, stealing an exam and circulating it among other students, text messaging in class during an exam, or lying to an instructor about such activities all constitute forms of academic dishonesty that amount to cheating. Any offense wholly or partially touching the above definition constitutes cheating for the purposes of this class.

COURSE REQUIREMENTS AND EVALUATION CRITERIA

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege dropbox. Assignments are due at 7:20 p.m. on the dates indicate in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6th Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at

least 3 days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points
Adaptive Behavior Assessment Instruments Review	10
Adaptive Behavior Assessment Administration Practice	10
Research Synthesis and InfoSheet Project	30
Social Skills Lesson	10
Exams (2 @ 15 points each)	30
Total	100/100%

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one’s individual professional portfolio.

Overview of Assignments

Adaptive Behavior Assessment Instruments Review (10 points)

Students will research two adaptive behavior assessment instruments and will develop a handout for each instrument including the age range, format of the instrument, training required for the examiner, and useful information obtained from the scores. The student will interview an individual who administers one of these instruments and report how they feel about the experience and the information the evaluation provides. Information obtained from this assignment will be presented in class. A rubric will be provided.

Adaptive Behavior Assessment Administration Practice (10 points)

Students will administer two adaptive behavior instruments, one elementary and one secondary student and write an evaluation summary. A rubric will be provided.

Research Synthesis and InfoSheet Project (30 points)

Students will work in small groups to explore one of the following disorders: (a) auditory processing disorder, (b) visual perceptual deficits, or (c) sensory integration disorder. The group is to research the disorder and write a 5 page paper which is to include the: (a) definition, characteristics, (b) the impact the disorder has on children in the classroom, (c) how the disorder is diagnosed, (d) the school personnel involved, and (e) the treatments most often recommended. Groups will develop a 10 minute presentation and an InfoSheet. Examples, resources, and a rubric will be provided.

Social Skills Lesson (20 points)

Students will develop a social skills lesson for elementary or secondary students. Students will present and share lessons. Additional information and a rubric will be provided.

Exams (30 points, 15 points for each examination)

Two exams will be given during the semester.

Grading Scale

A = 90-100% D = 60-69%
 B = 80-89% F = below 59%
 C = 70-79%

PROPOSED COURSE SCHEDULE

Week	Topics	Readings	Assignments Due
Week 1 08/30	Introductions, Syllabus review		
Week 2 09/06	Human Development	Hogan 1	
Week 3 09/13	Understanding Assessment	Hogan 2	
Week 4 09/20	Involving Families	Hogan 3	
Week 5 09/27	Adaptive Skills, Adaptive Abilities	Hogan 4, 5	
Week 6 10/04	Assessing Students with Disabilities, Exam Review	Start Hogan 6	
Week 7 10/11	Assistive Technology (online class)	Instructor Provided Articles	IRIS Module
Week 8 10/18	Exam 1	Review Chapters 1-6, notes, and materials	Exam 1
Week 9 10/25	Motor and Auditory Abilities	Hogan 7, 8	Group Presentations
Week 10 11/01			Group Research Synthesis
Week 11 11/08	Socio-emotional Abilities	Hogan 9	Adaptive Behavior Instrument Review
Week 12 11/15	Social Skills	Hogan 10	
Week 13 11/22	Thanksgiving Break		
Week 14 11/29	Social Skills, Transition	Hogan 11	Social Skills Lesson Plan Share
Week 15 12/6	Independent Living	Hogan 12	Adaptive Behavior Assessment Report
Exam Week 12/13	Final Exam		Final Exam

IMPORTANT NOTE

Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.