

**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)**

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**Semester and year:** Spring 2013  
**Course dates:** January 14, 2013 – May 10, 2013  
**Course meetings:** Tuesdays 4:30 P.M. – 7:10 P.M.  
**Course location:** Metroplex

**Professor:** Brittany Hott, Ph.D.  
**Office:** Henderson 225  
**Office Hours:** Mondays and Tuesdays 1:00 P.M. - 4:00 P.M.; by appointment  
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### **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 organizations, 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 Tuesdays 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 Readings***

**The following materials are on reserve in the Metroplex and Commerce libraries:**

- Alberto, P. A. & Troutman, A. C. (2009). Teaching students to manage their own behavior (pp. 365-384). In *Applied Behavioral Analysis for Teachers* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.
- Beard, L. A., Carpenter, L. B., Johnston, L. B. (2011). Assistive technology, universal design for learning, and response to intervention (pp. 24-31). In *Assistive Technology Access for All Students*. Upper Saddle River, NJ: Pearson.
- Brandon, R. R., & Brown, M. R. (2009). African American families in the special education process: Increasing their level of involvement. *Intervention in School and Clinic, 45*, 84-90.
- Cho, H., & Palmer, S. B. (2008). Fostering self-determination in infants and toddlers with visual impairments or blindness. *Young Exceptional Children, 11*, 27-34.
- Diessner, R. & Tiegs, J. (2001a). Infancy and early childhood (pp. 117-136). In *Notable selections in human development*. Guilford, CT: The McGraw-Hill Companies.
- Diessner, R. & Tiegs, J. (2001b). Development in early childhood (pp. 137-173). In *Notable selections in human development*. Guilford, CT: The McGraw-Hill Companies.
- Eldevik, S., Jahr, E., Sikeseth, S., Hastings, R. P., & Hughes, C. J. (2010). Cognitive and adaptive behavior outcomes of behavioral intervention for young children with intellectual disability. *Behavioral Modification, 34*, 16-34.
- Friend, M. & Cook, L. (2010). Families. In *Interactions: Collaboration skills for school professionals* (pp. 185-208). Boston, MA: Pearson.
- Gargiulo, R. M. (2012). Parents, families, and exceptionality (pp. 113-135). In *Special education in contemporary society*. Thousand Oaks, CA: Sage.
- Hott, B. L., Evnemova, A., Brigham, F. J., & Fish, W. (in review). Effects of peer-tutoring on math vocabulary performance of middle school students with emotional or behavioral disorders. *Manuscript submitted for publication*.
- Hott, B. L. & Walker, J. D. (2012). Five tips to increase student participation in the secondary classroom. *Learning Disabilities Forum*. Retrieved from <http://www.cldinternational.org/Publications/LdForum.asp>

- Kuder, S. J. (2007). Assessing language and communication (pp. 187-210). In *Teaching students with language and communication disabilities*. Needham Heights, MA: Allyn & Bacon.
- Langdon, H. W. (2009). Providing optimal special education services to Hispanic children and their families. *Communication Disorders Quarterly*, 30, 83-96.
- Malone, D. M., & Gallagher, P. A. (2010). Special education teachers' attitudes and perceptions of teamwork. *Remedial and Special Education*, 31, 330-342.
- Masterman, R., Leitner, Y., Yifat, R., Gilutz, G., Levi-Hakeini, O., Bitchonsky, O., Rosenbaum, P., & Harel, S. (2010). Cerebral Palsy: Long-term medical, functional, educational, and psychosocial outcomes. *Journal of Neuropsychology*, 25, 36-47.
- Mellon, N. K., Ouellette, M., Greer, and Gates-Ulanet, P. (2009). Achieving developmental synchrony in young children with hearing loss. *Trends in Amplification*, 13, 223-240.
- Ormrod, J. E. (2008). Developmental perspectives on cognition (pp. 308-348). In *Human learning*. Columbus, OH: Pearson.
- Overton, T. (2009b). Assessment of Behavior (pp. 316-355, 390-403). In *Assessing learners with special needs: An applied approach*. Upper Saddle River, NJ: Pearson.
- Palloway, E. A., Patton, J. R., & Serna, L. (2008). Social competence and self-determination skills (pp.398-422). In *Strategies for teaching learners with special needs*. Upper Saddle River, NJ: Pearson.
- Pierangelo, R., & Giuliani, G. A. (2009a). Eligibility procedures in special education (pp. 350-367). In *Assessment in special education: A practical approach*. Columbus, OH: Pearson.
- Pierangelo, R., & Giuliani, G. A. (2009b). Methods of assessment and testing considerations (pp. 33-45). In *Assessment in special education: A practical approach*. Columbus, OH: Pearson.
- Pierangelo, R., & Giuliani, G. A. (2009c). Validity and reliability (pp. 63-67). In *Assessment in special education: A practical approach*. Columbus, OH: Pearson.
- Pierangelo, R., & Giuliani, G. A. (2009d). Writing a comprehensive report in special education (pp. 334-336). In *Assessment in special education: A practical approach*. Columbus, OH: Pearson.
- Wehman, P., & Revell, W. G. (2008). Transition from school to adulthood: Looking ahead (pp. 389-423). In P. Wehman (Ed.), *Exceptional individuals in school, community, and work*. Richmond, VA: Virginia Commonwealth University.

### **Recommended Texts**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> 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](mailto:StudentDisabilityServices@tamu-commerce.edu)

Resource for **Free Textbooks** for Students with a Documented Disability: [www.bookshare.org](http://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 4:30 p.m. on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6<sup>th</sup> 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	20
Human Growth and Development Group Poster, Presentation, and InfoSheet	30
Research Synthesis, Presentation, and InfoSheet Project	30
Social Skills Lesson	10
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 an adaptive behavior instrument for an elementary or secondary student and write an evaluation summary. A rubric will be provided.

### **Human Growth and Development Project (30 points)**

Students will work in pairs to summarize a key developmental philosopher. Students will create a poster summarizing the theory to present to the class and an InfoSheet.

### **Research Synthesis and InfoSheet Project (30 points)**

Students will work in small groups to explore an adaptive behavior intervention. Students will locate three peer-reviewed journal articles, write a synthesis (approximately 2 pages), develop an InfoSheet, and present finds to the class. A rubric and sample papers 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.

### ***Grading Scale***

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

## PROPOSED COURSE SCHEDULE

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1 01/15	Introductions, Syllabus review		
Week 2 01/22	Human Development ***	Ormrod; Diessner & Tiegs a; Diessner & Tiegs b	
Week 3 01/29	Eligibility Procedures	Pierangelo & Giuliani a	Human Development Presentations
Week 4 02/05	Involving Families ***	Brandon & Brown; Friend & Cook; Gargiulo; Langdon; Malone & Gallagher	
Week 5 02/12	Introduction to Assessment	Overton a; Pierangelo & Giuliani b, Pierangelo & Giuliani c	

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 6 02/19	Adaptive Skills and Abilities ***	IRIS Module	
Week 7 02/26	Essentials of Adaptive Behavior Assessment	Kuder; Overton b	
Week 8 03/05	Adaptive Behavior Assessment Procedures ***	Vineland testing manual; ABAS testing manual	
Holiday	SPRING BREAK		
Week 9 03/19	Adaptive Behavior Interventions	Alberto & Troutman; Hott & Walker; Hott, Evnemova, Brigham, & Fish; Palloway, Patton, and Serna	Adaptive Behavior Assessment Review Due
Week 10 03/26	Adaptive Behavior Interventions ***	Cho & Palmer, Elderik et al.; Mellon et al.	Research Synthesis Project Due
Week 11 04/02	Assistive Technology ***	IRIS Module; Beard, Carpenter, & Johnston	Social Skills Lesson Plan Due
Week 12 04/09	Report Writing	Start Pierangelo & Giuliani d	
Week 13 04/16	Report Writing ***	Finish Pierangelo & Giuliani d	
Week 14 04/23	Transition	Wehman & Revell	Adaptive Behavior Assessment Report Due
Week 15 04/30	Transition Continued ***	Masterman et al.	
Exam Week 05/07	Course Assessment, Evaluation, and Reflection		Course Assessment, Evaluation, and Reflection

### **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.**