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: 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
Phone: (903) 886-5780
E-Mail: Brittany.Hott@tamuc.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 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:


Recommended Texts

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
- Assessment for Effective Intervention
- Journal of Special Education
- Professional School Counseling
- Teaching Exceptional Children
- Journal for Emotional and Behavioral Disorders
- Intervention School and Clinic
- JABA (Journal of Applied Behavioral Analysis)
- Exceptional Children
- Behavior Therapy
- Behavioral Disorders
- 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, Polices 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, 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Adaptive Behavior Assessment Instruments Review</td>
<td>10</td>
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<tr>
<td>Adaptive Behavior Assessment Administration Practice</td>
<td>20</td>
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<tr>
<td>Human Growth and Development Group Poster, Presentation, and InfoSheet</td>
<td>30</td>
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<tr>
<td>Research Synthesis, Presentation, and InfoSheet Project</td>
<td>30</td>
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<tr>
<td>Social Skills Lesson</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100/100%</strong></td>
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*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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>01/15</td>
<td>Introductions, Syllabus review</td>
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<tr>
<td>Week 2</td>
<td>01/22</td>
<td>Human Development ***</td>
<td>Ormrod; Diessner &amp; Tieg s a;</td>
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<td>Diessner &amp; Tieg s b</td>
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<tr>
<td>Week 3</td>
<td>01/29</td>
<td>Eligibility Procedures</td>
<td>Pierangelo &amp; Giuliani a</td>
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<td>Human Development Presentations</td>
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<tr>
<td>Week 4</td>
<td>02/05</td>
<td>Involving Families ***</td>
<td>Brandon &amp; Brown; Friend &amp;</td>
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<td>Cook; Gargiulo; Langdon;</td>
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<td>Malone &amp; Gallagher</td>
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<tr>
<td>Week 5</td>
<td>02/12</td>
<td>Introduction to Assessment</td>
<td>Overton a; Pierangelo &amp;</td>
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<td>Giuliani b, Pierangelo &amp;</td>
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<td>Giuliani c</td>
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<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Week 6</td>
<td>Adaptive Skills and Abilities ***</td>
<td>IRIS Module</td>
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<td>02/19</td>
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<tr>
<td>Week 7</td>
<td>Essentials of Adaptive Behavior Assessment</td>
<td>Kuder; Overton b</td>
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<td>02/26</td>
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<tr>
<td>Week 8</td>
<td>Adaptive Behavior Assessment Procedures ***</td>
<td>Vineland testing manual; ABAS testing manual</td>
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<td>03/05</td>
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<tr>
<td>Holiday</td>
<td>SPRING BREAK</td>
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<td>Week 9</td>
<td>Adaptive Behavior Interventions</td>
<td>Alberto &amp; Troutman; Hott &amp; Walker; Hott, Evnemova,</td>
<td>Adaptive Behavior Assessment</td>
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<tr>
<td>03/19</td>
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<td>Brigham, &amp; Fish; Palloway, Patton, and Serna</td>
<td>Review Due</td>
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<td>03/26</td>
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<td>Week 11</td>
<td>Assistive Technology ***</td>
<td>IRIS Module; Beard, Carpenter, &amp; Johnston</td>
<td>Social Skills Lesson Plan Due</td>
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<td>04/02</td>
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<td>Week 12</td>
<td>Report Writing</td>
<td>Start Pierangelo &amp; Giuliani d</td>
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<td>04/09</td>
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<td>Week 13</td>
<td>Report Writing ***</td>
<td>Finish Pierangelo &amp; Giuliani d</td>
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<td>04/16</td>
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<td>Week 14</td>
<td>Transition</td>
<td>Wehman &amp; Revell</td>
<td>Adaptive Behavior Assessment</td>
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<td>04/23</td>
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<td>Report Due</td>
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<tr>
<td>Week 15</td>
<td>Transition Continued ***</td>
<td>Masterman et al.</td>
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<tr>
<td>04/30</td>
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<tr>
<td>Exam Week</td>
<td>Course Assessment, Evaluation, and Reflection</td>
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<td>05/07</td>
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<td>and Reflection</td>
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**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.