

SPED 695A Advanced Behavior Support

Instructor:

Office Hours: By appointment. Contact me by email for an appointment.

Class Time: Online.

* This is NOT a self-paced class, and readings and assignments will be assigned each week, so pay attention to the deadlines.

* A unit represents approximately three hours of work per week. Thus a 3-unit course will probably require 9 hours of work per week.

**The department office CANNOT take messages for professors. If you need to contact me, please email me directly. I will try my best to get back to you as early as I can. If you don't hear back from me within 3 days, please send another message.

CONCEPTUAL FRAMEWORK

Michael D. Eisner College of Education
California State University, Northridge
(Approved May 2018)

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

Important Notice:

CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail, or other preferred address, go to www.csun.edu/account, log in and

select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester. *I only send emails to your CSUN account.*

Course Prerequisites:

- Preliminary Credential
- Completion of SPED 402

Course Objectives:

After completing this course, students will be able to:

1. Demonstrate functional knowledge of basic behavioral principles derived from operant conditioning;
2. Identify specific learning and behavioral characteristics of students with autism spectrum disorders (ASD), across ages and severity of disability;
3. Describe the legal and ethical implications of various methods of discipline practices, including the use of punishment;
4. Demonstrate knowledge of state and federal legislation related to positive behavior support in school settings;
5. Demonstrate knowledge of family dynamics and family systems theory and implications for positive behavior support;
6. Describe the Multi-Tiered System of Supports (MTTS) model to academic and behavior support;
7. Identify and operationally define students' behavior, both desirable and undesirable;
8. Demonstrate the ability to conduct a comprehensive functional assessment for students with behavioral challenges using a variety of assessment tools;
9. Demonstrate the ability to analyze assessment data and form hypotheses statements;
10. Identify and evaluate the major curricular and intervention models that are used to teach students with ASD. Demonstrate knowledge of ASD theory and research.
11. Demonstrate the ability to use assessment data and evidenced-based practices to design a comprehensive support plan that includes provision for preventing, teaching, and reinforcing positive/prosocial behaviors;
12. Demonstrate the ability to synthesis and infuse research findings into daily practice;
13. Select and implement individually appropriate interventions and instructional approaches for students with ASD;
12. identify integrated supports and services necessary for students with ASD to succeed in general education and in a variety of educational and community programs.

Students with Disabilities:

Students with disabilities are encouraged to register with the Center on Disabilities. Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Center on Disabilities is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684.

CSUN with A HEART:

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Summary of Course Assignments:

*Assignment details and all reading materials are posted on CANVAS.

Assignment	Brief Description	Points
Comprehensive Profile with Functional Behavior Assessment (FBA) ASDAA (2)	You will gather functional behavioral assessment data for one student using a variety of assessment tools. You will use these data to develop a hypothesis statement and a positive behavior intervention support plan for the focus student.	260
Reading Response ASDAA (1)	Submit a reflection for the reading assigned.	20 (4 x 5 points each)
Discussion Posts	Read a short article and respond with a short reaction.	50 (5 x 10 points each)
AFIRM FBA Online Module	Complete AFIRM FBA module and submit your certificate.	50
Behavior Reframing Activity	Complete reflection	10
Collaboration with service providers and families ASDAA (3)	You will write a detailed description of how you will collaborate with team members and family members to implement the support plan identified in your FBA using a transdisciplinary model.	20
	Total Points	410

Submission of Assignments:

Assignments are submitted by uploading them to Canvas. **Please pay close attention to the submission deadline as I do not grade late papers.** Please do not send me your late assignment by e-mail.

Incompletes:

Incompletes are granted only in extreme and unavoidable situations. In addition, 50% of the assignments must be completed with a passing grade before you can even be considered for an incomplete.

Department Writing Standards:

SPED 695A is a graduate course and students must turn in papers and assignments of graduate quality. All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and proofread before submitted.

All assignments, including presentation materials, are typed and grammatically correct, and free of spelling errors. **Assignments are to be typed (unless stated in Canvas), double-spaced, 12-point Times New Roman font, and one-inch margins.** Please use spell check and correct all spaces and fragmented sentences denoted by a green line under the words. Incorrectly spelled words are underlined in red. **Only Word documents are allowed** – no PDFs, Pages, or open-source word processing files.

1. **Plagiarism**-intentional or unintentional-is not tolerated. Please be sure that your words are your own, and cite others as often as necessary. CSUN disciplinary action regarding plagiarism is outlined here http://catalog.csun.edu/policies/_academic-dishonesty/.
2. **Grammar and punctuation:** if you exceed **five or more errors** on an assignment, 20% is deducted.
3. **People First Language:** Please use People First Language. Do not say, “The autistic student,” instead, we put the disability second, “The student with autism.” Failure to use People First Language will result in a 5-point deduction on an assignment. For more information, please see the following website:
http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf
4. Plan ahead of time. No late assignments or resubmissions will be accepted.

Grading:

It is important that each student set professional goals for achievement, and pursue reading, and assignments with his/her/they professional development as the focus. However, this class is graded per Department of Special Education policy. Grades reflect performance in exams, projects, and class attendance and participation. The following is the Department of Special Education’s grading policy:

A = Outstanding. Performance reflects an outstanding level, including integration of information, and application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well organized, and clearlywritten.

B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill, and that indicates some ability to integrate and apply information.

C = Satisfactory. Performance reflects minimal level of competency attainment, understanding and skill. Does not meet graduate level and professional standards.

D = Barely passing. Performance reflects attainment of some competencies.

F = Failing. Performance does not meet expectations for basic competency attainment.

Grading Standards Total Points: 630 points

A	94% - 100%	B	85% - 86.9%	C	75% - 76.9%		
A-	90% - 93.9%	B-	80% - 84.9%	C-	70% - 74.9%		
B+	87% - 89.9%	C+	77% - 79.9%	D	60% - 69.9%	F	59.9% - 0%

***Dr. Chai has the right to revise the syllabus, schedule, and assignment.
Adequate notice shall be given.***

Format for All Assignments Please make sure you read!

All assignments are typed, double-spaced, all margins 1 inch, and the font is Times New Roman 12 point. Please deliver your files to me in Word format. No PDFs **If you submit a document other than a WORD document (PDF, Pages, Open Source, etc.), your assignment will be graded with a 10-point deduction (not following formatting requirements for the class.)** CSUN provides you with a free version of Microsoft Office which includes Word, Excel, and PowerPoint. See this link for your free version of MO: <https://www.csun.edu/it/microsoft-office>

- Do not skip lines between paragraphs. **Format paper to zeros in line space option. To do this, click on “Page Layout” and make “Spacing” 0 point for before and after.**
- Put **ONLY** your name on the first line of the assignment – no other information.
- Please use spell check and correct all spaces and/or fragmented sentences denoted by a green line under the words. Spell check words are underlined in red.
- Please paraphrase and do not plagiarize. I have no tolerance for cut and paste from websites and other sources. **Use of direct quotes: Don’t use direct quotes in any of your assignments!**
- Points are deducted for punctuation and grammatical errors – if you exceed more than **five** grammar and punctuation (total) on an assignment, **20% of the grade is deducted.**
 - Here are some common punctuation errors.
 - An “aide” is someone who works in the classroom. You provide “aid” to someone if they are hurt.
 - Autism is never capitalized, only at the beginning of a sentence. The “syndrome” in Asperger’s syndrome is never capitalized.
- We use **People First Language** in the class, and we do not refer to the disability first. We do not say “the autistic student,” instead, we put the disability second, “the student with autism.” For more information, see the following website: https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf
If you neglect to use People First Language, **5 points will be deducted** from the assignment.
- **IMPORTANT: Confidentiality** – NEVER USE THE STUDENT’S NAME, IDENTIFY THE TEACHER’S NAME, SCHOOL OR USE ANY OTHER INFORMATION THAT COULD IDENTIFY THE CHILD. **Failure to adhere to confidentiality will result in a loss of 20 points.**
- Only reputable and credible websites are to be used as resources for this class. Please click on the following link to learn more about a credible website.
<http://credibility.stanford.edu/guidelines/index.html>

Class Schedule: * Class schedule may change during the semester. Changes will be announced in Canvas.

Week	Topic	Assignment Due
1 1/21-1/27	• Introduction • Syllabus • The reason I don't do behavior charts.	Introduction Discussion Board #1
2 1/28-2/3	High expectations AFIRM FBA Module Skill based intervention and Treatments ASDAA (1)	Discussion Board #2 AFIRM FBA Certificate Start to look for your focus student for FBA Reading Response Simpson, R.L. (2005). <i>Autism spectrum disorder: Interventions and treatments for children and youth.</i> (CHAPTER 2) ASDAA(2)
3 2/4-2/10	• Hacking School Discipline • Physiological / Biological / Neurological Interventions and Treatments ASDAA (2)	Discussion Board #3 Reading Response Simpson, R.L. (2005). <i>Autism spectrum disorder: Interventions and treatments for children and youth.</i> (CHAPTER 3) ASDAA(2)
4 2/11-2/17	Iris FBA Module: Objective observation define behavior	Identify a focus student (FBA) & define the behavior draft
5 2/18-2/24	Restorative Justice Reframing Activity	Discussion Board #4 Reframing Activity Peer review focus student (FBA) & define the behavior Clean copy of focus student (FBA) & define the behavior
6 2/25-3/3	Self Theories Self Regulation Reconsidering Noncognitive Skills Cognitive Treatments and Interventions ASDAA(2)	Discussion Board #5 Reading Response: Simpson, R.L. (2005). <i>Autism spectrum disorder: Interventions and treatments for children and youth.</i> (CHAPTER 4) ASDAA (2)
7 3/4-3/10	Individual Meeting with Instructor to Discuss FBA Trauma, Power struggle ASDAA(1) Collaboration ASDAA(3)	Reading Response: Trauma, Stigma and Autism ASDAA(1) ASDAA (3)
8 3/11-3/17	Attachment Relationships Collaborate as a member of a multidisciplinary team	FAST FAI Motivation Scale Problem Behavior Questionnaire FAB ABC Chart
9 3/18-3/23	Enjoy Your Spring Break!	
10 3/25-3/31	How to document data	FBA Baseline Data Hypothesis Statement draft
11	Functional Analysis	Peer Review Hypothesis Statement

4/1-4/7	Iwata et al. 1982/1994	Clean copy of Hypothesis Statement
12 4/8-4/14	Functional Analysis, cont.	Functional Analysis draft
13	Iris Module BIP	Peer review Functional Analysis
4/15-4/21		Clean copy of Functional Analysis
14 4/22-4/28	Iris Modules: Fidelity Family and PBIS ASDAA(3)	Reading Response: Family ASDAA (3) BIP draft & peer review
15 4/29-5/5	Ethics Restraint & De-escalation	Clean copy of BIP
16 5/6-5/12		Collaboration Assignment Due

Standard	Introduce	Practice	Assess
1	ASDAA1-pg 7	ASDAA1-pg 7	ASDAA1-pg 1
2	ASDAA 2-pg 7	ASDAA 2-pg 7	ASDAA 2-pg 1
3	ASDAA 3-pg 7	ASDAA 3-pg 7	ASDAA 3-pg 1