

SPE 3600 - Behavioral Principles in Special Education.

(2-2-3) F, S. This course examines behavioral theories of learning as used in Special Education and requires a practicum experience in which the principles of behavior analysis are directly applied in changing academic/social behavior of individuals with exceptional learning needs in school or community settings. WI

Prerequisites & Notes: SPE 2000 and 3000 or concurrent enrollment in 3000. Credits: 3

Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU

Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated

Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level

Prerequisite(s) SPE 2000 and SPE 3000 or concurrent enrollment in SPE 3000

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Zirpoli, T.J. (2012). *Behavior Management: Applications for Teachers*, (6th Ed.). Columbus, OH: Merrill Prentice Hall.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

The primary learning model for this class is the Ecological Model.

Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based behavioral assessment on a student within their practica setting. Additionally, the course materials and learning sessions provide for the integration of the preservice teachers’ ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.

Learning Outcomes/Objectives:

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points

B = 80-89% of total points

C = 70%-79% of total points

D = 60-69% of total points

F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 3600

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Written Exams/Quizzes	3 non-cumulative exams. Covers all information from course. Quizzes can be given throughout the semester.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Behavior Intervention Process Paper	10-15 page paper on research project. Includes a review of relevant literature, method of research, results, and discussion/conclusion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Functional Behavior Assessment & Behavior Intervention Plan	Based on FBA done by practitioner. Includes a data collect instrument, summary of the teacher interview, summary of the student interview, ABC observation summary, and other supporting observational data. Components include providing indentifying information, a summary of the FBA data, identification of the target beahvior, identification of thPracticum e perceived function of the behavior, student strengths, a summary of previous interventions, a defined target and replacement behavior, positive interventions, need supports, identification of restrictive interventions, data collection procedures, and provisions for coordinating with home/caregivers.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mandatory Reporting Form	A form signed by each candidate prior to entering the schools noting their awareness of their role in mandatory reporting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clinical Practice - Practicum	18-25 hours of experience in the schools. A total of 30 hours of work, in and out of the schools.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Poster Session	Displayed information/outcome for a semester-long behavior change project.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<u>List of Unit Dispositions:</u>	
Disposition 1	Interaction with Students
Disposition 2	Professional and Ethical Practice
Disposition 3	Effective Communication
Disposition 4	Planning for Teaching and Student Learning
Disposition 5	Sensitivity to Diversity and Equity

<u>IPTS/Unit Standards:</u>	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading, Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 3600: Behavioral Principles in Special Education relate to the Conceptual Framework Theme as it is framed around providing preservice teachers with the necessary skills to effectively deal with student behavior management and intervention issues. Through this course preservice teachers learn how to assess, plan, and intervene with diverse student behaviors in a wide variety of ecologically based learning environments. The course prepares the preservice teachers to identify and implement effective strategies for providing students with a well-managed and educationally beneficial learning environment.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

SPE 3600: Behavioral Principles in Special Education addresses the five Conceptual Framework domains both in the theoretical underpinnings and pragmatic implementation. The topical basis the five domains are interwoven throughout the course readings, course lectures, and course projects. Throughout the course the preservice teachers are required to interactively discuss and produce subject material that deals with diverse students, subject areas, strategies, technology, and societies/communities. Furthermore, as this course includes a mandatory practica, the preservice teachers are able to apply their learned skills in the context of a real-world learning environment. Finally, in the two final course projects (a course paper and poster

project) students are required to openly demonstrate a mastery of their gained knowledge and skills.

The Learning Model for this course is: Ecological

Methods used in teaching this course which reflect this learning model:

The learning model for SPE 3600: Behavioral Principles in Special Education is the ecological model. Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based behavioral assessment on a student within their practica setting. Additionally, the course materials and learning sessions provide for the integration of the preservice teachers' ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.

Methods of assessment of student performance relative to the theme and/or the domains):

In SPE 3600: Behavioral Principles in Special Education the preservice teachers are assessed in a variety of formats, including close-ended and application exams, multiple course in-class activities, a course topical paper, and a research-based poster project. Providing the preservice teachers a variety of graded assignments affords them an opportunity to demonstrate their gained knowledge and skills across a variety of diverse media, approaches, and levels of thought. Finally, each assessed assignment provides the instructor and the preservice teacher an indicator for how well the preservice teacher is meeting the requirements of the course.

CEC Content Standards Addressed In This Course

CEC Initial Common Core Standards, including Knowledge and Skills:

STANDARD 1: Foundations

Knowledge:

- ICC1K1 Models, theories, philosophies, and research methods that form the basis for special education practice
- ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation
- ICC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
- ICC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services)
- ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school

STANDARD 4: Instructional Strategies

- ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings

STANDARD 5: Learning Environment

Knowledge:

- ICC5K1 Demands of learning environments

- ICC5K2 Basic classroom management theories and methods.
- ICC5K3 Effective management of teaching and learning
- ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- ICC5K5 Social skills needed for educational and other environments
- ICC5K6 Strategies for crisis prevention and intervention

Skills:

- ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- ICC5S2 Identify realistic expectations for personal and social behavior in various settings
- ICC5S3 Identify supports needed for integration into various program placements
- ICC5S4 Design learning environments that encourage active participation in individual and group activities
- ICC5S5 Modify the learning environment to manage behaviors
- ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments
- ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs
- ICC5S10 Use effective and varied behavior management strategies
- ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- ICC5S12 Design and manage daily routines

STANDARD 6: Language

- ICC6K1 Effects of cultural and linguistic differences on growth and development
- ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding

STANDARD 8: Assessment

Knowledge:

- ICC8K1. Basic terminology used in assessment.
- ICC8K2. Legal provisions and ethical principles regarding assessment of individuals.
- ICC8K3. Screening, prereferral, referral, and classification procedures.
- ICC8K4. Use and limitations of assessment instruments.

Skills:

- ICC8S1. Gather relevant background information.
- ICC8S4. Develop or modify individualized assessment strategies.
- ICC8S6. Report assessment results to all stakeholders using effective communication skills.

- ICC8S8. Evaluate instruction and monitor progress of individuals with exceptional learning needs.
- ICC8S9. Create and maintain records.

STANDARD 9: Professional and Ethical Practice

Knowledge:

- ICC9K1 Personal cultural biases and differences that affect one’s teaching
- ICC9K4 Methods to remain current regarding research-validated practice
- ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession

Skills:

- ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
- ICC9S3 Act ethically in advocating for appropriate services
- ICC9S4 Conduct professional activities in compliance with applicable laws and policies
- ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs
- ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals
- ICC9S8 Use verbal, nonverbal, and written language effectively
- ICC9S11 Reflect on one’s practice to improve instruction and guide professional growth
- ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues

STANDARD 10: Collaboration

Knowledge:

- ICC10K1 Models and strategies of consultation and collaboration 10.05, 10.06
- ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program
- ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns 3.06, 10.04, 10.08
- ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

Skills:

- ICC10S1 Maintain confidential communication about individuals with exceptional learning needs
- ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs
- ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

STANDARD 5: Learning Environments and Social Interactions

Knowledge:

- IGC5K1 Barriers to accessibility and acceptance of individuals with disabilities*.
- IGC5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities*.

Skill:

- IGC5S4 Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
- IGC5S5 Use skills in problem solving and conflict resolution.

STANDARD 8: Assessment

Knowledge:

- IGC8K1 Specialized terminology used in the assessment of individuals with disabilities*.
- IGC8K2 Laws and policies regarding referral and placement procedures for individuals with disabilities*.
- IGC8K3 Types and importance of information concerning individuals with disabilities* available from families and public agencies.

Skill:

- IGC8S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- IGC8S5 Monitor intragroup behavior changes across subjects and activities

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- IIC5K2 Barriers to accessibility and acceptance of individuals with disabilities*.
- IIC5K3 Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities*.
- IIC5K5 Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities*.

Skill:

- IIC5S5 Teach individuals with disabilities* to give and receive meaningful feedback from peers and adults.
- IIC5S6 Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- IIC5S10 Use skills in problem solving and conflict resolution

Standard 8 - Assessment

Knowledge:

- IIC8K1 Specialized terminology used in the assessment of individuals with disabilities*.
- IIC8K2 Laws and policies regarding referral and placement procedures for individuals with disabilities*.
- IIC8K3 Types and importance of information concerning individuals with disabilities* available from families and public agencies.

Skill:

- IIC8S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- IC8S7 Monitor intragroup behavior changes across subjects and activities

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- 1E) understands the impact of linguistic and cultural diversity on learning and communication;
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
- 1K) facilitates a learning community in which individual differences are respected; and

- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

Performance Indicators – The competent teacher:

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- 2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;
- 2N) facilitates learning experiences that make connections to other content areas and to life experiences;
- 2P) adjusts practice to meet the needs of each student in the content areas; and

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

- 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;
- 3G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher:

- 3H) establishes high expectations for each student’s learning and behavior;
- 3I) creates short-term and long-term plans to achieve the expectations for student learning;
- 3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
- 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;
- 3M) develops plans based on student responses and provides for different pathways based on student needs; student’s ongoing growth and achievement;
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement;
- 3P) works with others to adapt and modify instruction to meet individual student needs; and
- 3Q) develops or selects relevant instructional content, materials, resources, and strategies

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

- 4A) understands principles of and strategies for effective classroom and behavior management;
- 4B) understands how individuals influence groups and how groups function in society;
- 4C) understands how to help students work cooperatively and productively in groups;
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs;
- 4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
- 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and
- 4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

- 4I) creates a safe and healthy environment that maximizes student learning;
- 4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
- 4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

- 4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
- 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
- 4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
- 4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
- 4Q) analyzes student behavior data to develop and support positive behavior.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 5F) knows strategies to maximize student attentiveness and engagement;
- 5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- 5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

- 5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
- 5J) monitors and adjusts strategies in response to feedback from the student;
- 5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
- 5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;
- 5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- 5R) maximizes instructional time (e.g., minimizes transitional time); and
- 5S) implements appropriate evidence-based instructional strategies.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and

recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- 6E) knows and models standard conventions of written and oral communications;

Performance Indicators – The competent teacher:

- 6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- 6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- 6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
- 6Q) integrates reading, writing, and oral communication to engage students in content learning;
- 6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and
- 6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- 7F) knows research-based assessment strategies appropriate for each student;
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- 7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
- 7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
- 7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- 7M) maintains useful and accurate records of student work and performance;
- 7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- 7P) collaborates with families and other professionals involved in the assessment of each student;
- 7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context;
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- 8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

- 8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- 8L) initiates collaboration with others to create opportunities that enhance student learning;
- 8M) uses digital tools and resources to promote collaborative interactions;
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
- 8P) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
- 8Q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
- 8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- 8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
- 9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
- 9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
- 9G) understands local and global societal issues and responsibilities in an evolving digital culture; and
- 9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

- 9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- 9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
- 9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
- 9M) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
- 9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
- 9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
- 9P) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
- 9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
- 9S) models digital etiquette and responsible social actions in the use of digital technology; and
- 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Learning Behavior Specialist I Standards:

STANDARD 3 - Assessment:

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

Knowledge-

LBS3C. strategies for assessing learning environments and conducting functional behavioral assessments within the environment.

Skill-

LBS3I. designs and implements functional assessment procedures.

STANDARD 5 - Learning Environment:

The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.200(e)]

Knowledge-

LBS5A. rationale for selecting specific management techniques.

LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

Skill-

LBS5C. uses appropriate strategies for managing significant behavioral episodes and crisis intervention.

LBS5D. coordinates activities of related services personnel to maximize direct instruction time for individuals with disabilities and to ensure that related services are integrated into individuals' daily activities and schedule.

LBS5E. uses appropriate strategies for decreasing self-abusive behaviors.

LBS5F. plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

1. Attend all classes and read all assignments. Furthermore, candidates are expected to complete all assigned online assignments/readings. Readings will be assigned from the text and outside sources. Readings will supplement, not duplicate, course lectures. Participation points may be added at the discretion of an instructor.
2. Exams/quizzes. Candidates will complete up to 3 exams. Exams will assess knowledge of information from readings and lectures. Candidates are responsible for all lecture and reading information, as any of this material could be included on the exams. Quizzes will be throughout the course and may or may not be announced. (CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1D, 1E, 2A, 2B, 2E, 2G, 3C, 3D, 3G, 4A, 4B, 4C, 4E, 4F, 4G, 4H, 5E, 5F, 5H, 7D, 7F, 7G, 7H, 7I, 8B, 8E, 8F, 8H, 8I, 9B, 9F, 9G, 9R)

3. Behavior Intervention Process Paper Assignment

As this is a writing intensive course, there is a paper requirement. Each candidate will write a 10-15 page paper on the research project that is completed in the practicum component of this class. This paper will include a cover page, abstract, introduction, method, results, discussion, references, and possible appendices, tables and figures. The cover page, abstract, reference list pages, and appendices cannot be counted in the total page requirement for the final paper. Powerpoint slides and the paper assignment directions sheet will provide specific details for the completing the paper. Each candidate will complete the paper connected to the implementation of a behavior change project in connection with the practicum. Each individual candidate is expected to produce his or her own original work. Without completion of this and all other requirements for the course, the candidate will be dropped one grade level from grade earned during the course. (CEC/IGC/ICC 1, 4, 5, 8, 9, 10; IPTS: 1C, 1G, 1H, 2F, 2G, 3B, 3G, 3I, 3M, 4F, 4G, 4H, 4Q, 5G, 5H, 5O, 5P, 5S, 6E, 7F, 7H, 7J, 7M, 7N, 7O, 8B, 8D, 8O, 9A, 9I, 9J, 9K, 9P, 9S, 9T; LBS 1, 3, 5)

4. Functional Behavior Assessment & Behavior Intervention Plan.

Each candidate will complete a behavior intervention plan based on the results of a functional behavior assessment (FBA). This will be an in-class assignment based upon a case study. Components of the FBA and BIP will be in alignment with the ISBE forms and will include: providing identifying information, a summary of the FBA data, identification of the target behavior, identification of the perceived function of the behavior, student strengths, a summary of previous interventions, a defined target and replacement behavior, positive interventions, need supports, identification of restrictive interventions, data collection procedures, and provisions for coordinating with home/caregivers. (LBS 1 and IL CC 3, 5; CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1D, 1G, 1H, 3D, 4F, 4H, 4Q, 6E, 7C, 7D, 7I, 7J, 7K, 7M, 7O, 7R, 8H, 8I, 8S, 9B, 9J)

5. Complete 30 hours of practicum experience. This field experience is conducted with elementary age young learners, grades two through five. It is conducted as either an after school tutoring program or a summer school experience, depending upon the semester.

On the SPE 3600 D2L site is a folder describing the practicum requirements and all assessment tools used to grade the practicum participation. In order to obtain an overall rating of "Satisfactory" in the practicum experience, candidates must receive at least an overall rating of 3 or higher on the practicum evaluation. Furthermore, if two or more domains are rated at a 2 or any item is rated at 1, the student will receive an "Unsatisfactory" for completion of the practicum. (CEC CC/IGC/IIC/EC: 5, 8, 9; LBS1 5, 8; ILCC 11; ILEC 11; IPTS: 1B, 1C,1G, 1H, 1I, 1J, 1K, 1L,2C, 2E, 2F, 2I, 2J, 2L, 2M, 2N, 2O, 2P, 3C, 3D, 3E, 3G, 3H, 3I, 3J, 3K, 3M, 3N, 3O, 3P, 3Q, 4A, 4D, 4E, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5A, 5F, 5G, 5H, 5I, 5J, 5K, 5L, 5N, 5O, 5P, 5R, 5S, 6A, 6E, 6J, 6I, 6N, 6S, 6Q, 6R, 7C, 7E, 7F, 7G, 7J, 7K, 7L, 7M, 7O, 7P, 7R, 8B, 8C, 8D, 8H, 8J, 8K,8L, 8M, 8O, 8P, 8Q, 8R, 8S, 9A, 9B, 9E, 9F, 9I,9J, 9K, 9L, 9M, 9N, 9O, 9R, 9S, 9T)

If practicum is judged to be unsatisfactory, no more than a "D" may be earned in the class, regardless of the number of points earned! If there should be a decision to drop the practicum or the lecture, the decision must include both courses.

6. Complete one poster session on a semester-long behavior change project.

This will be shared during an open Poster Session scheduled on the date indicated in the course calendar. Each candidate will be expected to create and orally explain his/her own Behavior Intervention Project. Attendance and presentation of poster at the Poster Session is MANDATORY. Without participation in this event candidates cannot successfully complete the practicum or the lecture section of the course. Professional attire will be expected for the Poster Session. (LBS 1 and IL CC 3, 5; CEC CC/IGC/IIC 1, 5, 6, 8, 9, 10; IPTS: 1C, 1H, 2F, 3D, 3G, 3H, 5O, 5P, 5S, 6E, 7D, 7J, 7N,7O, 8A, 8B, 8K, 8L, 8M, 8O, 9A, 9I, 9J, 9K, 9M, 9P, 9Q, 9T, 9U)

7. Bonus points (extra credit) can be earned for participation in approved extra-curricular activities such as Special Olympics and Family Fun Festival. Other activities may be provided at the discretion of the instructor but will NOT exceed 2-3% of the total class points.

*Candidates must keep a 3-ring notebook for SPE 3600 which will include at least the following items: syllabus, course calendar, Powerpoints with candidate written lecture notes, book notes, supplemental articles (as assigned), and a record of all assignments and points earned. This notebook will be checked by the instructor during the Final Exam.

**Candidates must maintain a 3-ring notebook for their practicum. At a minimum the binder should include: title page with candidate and student names, practicum calendar, section for tutoring plans, section for computer-generated data collection forms, and communication log.

***Candidates will also sign the departmental Mandatory Reporting Form. IPTS: 9

Course Outline

- I. Historical Perspectives and Foundations (2 weeks)
 - A. Major concepts, assumptions, and debates related to discipline
 - 1. Behavior
 - 2. Stimuli
 - 3. Antecedents
 - 4. Consequences
 - 5. Prompts and Cues
 - 6. Proactive/Reactive
 - 7. Reinforcement
 - 8. Intrinsic/Extrinsic Reinforcement
 - 9. Self Determination
 - 10. Adverse Stimuli & Punishment
 - B. Learning theory central to discipline
 - 1. Classical Conditioning
 - 2. Operant Conditioning
 - 3. Social Learning Theory
 - 4. Connectionism
 - C. APA Style Guide (Overview)
- II. Ethical and Legislative Issues: Council of Exceptional Children Code of Ethics, P.L. 105-17, & Illinois Administrative Code dealing with Behavior (2 weeks)
 - A. Council of Exceptional Children Ethical Principles
 - 1. In loco parentis
 - 2. Basic human rights
 - 3. Use of aversive techniques
 - 4. Individualized Education Plan & Parental Involvement
 - B. P.L. 108-446 & School Code of Illinois, P.L. 107-110 (No Child Left Behind)
 - 1. Categories
 - 2. Least Restrictive Environment
 - 3. Proactive Approaches
 - 4. 10-Day Rule
 - 5. Interim Alternative Education Setting
 - 6. Manifestation Determination
 - 7. Other Major Components
 - C. Individualized Education Program (IEP)
 - 1. Components
 - 2. Writing Behavioral Goals

- 3. Writing Behavioral Objectives
- D. Behavior Intervention Plan (BIP)
 - 1. Components
 - 2. Summarizing Functional Assessment
 - 3. Defining Interventions & Replacement Behaviors
 - 4. Implementing Interventions
 - 5. Collecting Intervention Data
 - 6. Coordinating with Caregivers/Parents
- III. Measuring Behavior: Gathering Data, Formal Assessment, Functional Assessment (3 weeks)
 - E. Formal Assessment
 - 1. Defining need & process
 - 2. Reasons for Referral
 - 3. Defining problem behavior
 - 4. Formal assessment related to behavior
 - F. Functional Assessment
 - 1. Defining need & process
 - 2. Target behaviors
 - 3. ABC Analysis
 - 4. Developing a Hypothesis
 - 5. Developing Behavior Intervention Plan (BIP)
 - 6. Replacement behaviors
 - 7. Difference between Functional Assessment and Functional Analysis
 - G. Observing Behavior
 - 1. Dimensions of behavior
 - 2. Data collection techniques
 - 3. Data recording procedures
 - 4. Data reliability
- IV. Determining Effectiveness of Intervention (3 weeks)
 - A. Determining Strategies of Intervention
 - 1. Types of Behavior
 - 2. Types of Intervention
 - 3. Least Intrusive Intervention
 - 4. Function of behavior: Replacing
 - 5. Positive Behavior Supports and Interventions (PBIS)
 - B. Single-Subject Design
 - 1. Defining need
 - 2. Types of Designs and Uses
 - 3. Setting up and Implementing
- V. Increasing Appropriate Behavior (2 weeks)

- A. Reinforcers
 - 1. Classifications and Categories
 - 2. Choosing Reinforcers
 - 3. Reinforcement Programs & Schedules
 - 4. Setting Criterion
 - 5. Generalization and Maintenance
 - 6. Combination with Cognitive Modifications

- B. Cognitive Modifications
 - 1. Need
 - 2. Intrinsic Motivation
 - 3. Types and Uses
 - 4. Self-determination strategies
 - 5. Procedures and Expectations

- C. Social Skills: Competence
 - 1. Skill Based Technique
 - 2. Problem Solving Technique

- VI. Reducing Inappropriate Behavior (2 weeks)
 - 1. Determining need for reduction strategy
 - 2. Reduction strategy hierarchy
 - 3. Principles and Specific to Illinois School Code (P.A. 91-600- Timeout and Restraint)
 - 4. Strategies (Hierarchy Levels I-IV)
 - 5. Disadvantages to Reduction Strategies
 - 6. Pairing Strategies: Positive and Aversive

- VII. Ethical Issues (1 week)
 - A. Awareness of procedures
 - B. Awareness of Potential Issues
 - 1. Early Childhood
 - 2. Adolescent
 - 3. Adulthood
 - 4. Pharmacology

- VIII. Cultural Issues, Traditions, Language, and Culture and Effects on Behaviors

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