 **SPC ED 519 (3 credit hours)**

**The Application of Applied Behavior Analysis**

**In the Special Education Classroom**

**Spring 2015**

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**Office Hours by appointment:**  Tuesdays 3:00–5:00 p.m. & Wednesdays 3:30-4:30 p.m.

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**Course Website**: <http://www.unm.edu/~susanrc/Site/SPC_ED_519.html>

**Class Meeting Time**: Mondays 4:15-6:45pm

**Class Meeting Room**: TECH 120

## Course Description

This is an introductory course in the application of behavioral principles in educational settings. Principles and strategies introduced in this course are derived from an extensive research base in applied behavior analysis and effective teaching with learners of all ages who have special needs and with those who are typically developing. The course presents information on the definition and measurement of behavior, principles of reinforcement and associated strategies, systematic program development, basic formats for classroom instruction, and techniques for monitoring student progress. It also includes information and discussion on the responsible and ethical use of behavioral strategies with all students.

The course emphasizes procedures for increasing academic and socially appropriate behavior through simulations and practice exercises. Review of research methods and the critical analysis of research literature in the area of applied behavior analysis are required. The course will consist of a blend of lecture, small group exercises, and class discussion. Students will engage in practice exercises in which they will apply techniques learned in class to everyday classroom or social situations. They will also complete a functional behavior assessment with a student and develop and implement an appropriate intervention plan to assist the individual to decrease problem behaviors and replace these with appropriate ones. This activity provides sustained practice in understanding the factors affecting a social or academic behavior and how to select and apply effective interventions.

# Course Objectives

Students in this course will:

* Learn and apply appropriate procedures for selection of target behaviors and identification of the critical variables affecting selected target behaviors, including understanding the interaction between an individual’s inherent abilities and characteristics and the culture and settings within which the individual lives
* Demonstrate appropriate application of applied behavior analysis strategies to increase and maintain appropriate and desired social and academic behaviors
* Demonstrate appropriate use of antecedent and consequence based intervention strategies
* Demonstrate understanding of ethical considerations inherent in use of applied behavior analysis in school and community settings
* Demonstrate understanding of the functional assessment model and how it is used in educational or community settings by developing and implementing a systematic behavior intervention plan based on a functional behavior assessment, to teach a positive participant behavior using observation, recording, charting, and schedules of reinforcement

**Rationale**

The rationale for the Concentration in Intellectual Disability and Severe Disabilities is supported by a shift in the major paradigm in special education and bilingual special education from a solely trait-based conceptualization toward thinking about disabilities as an interaction between individuals with disabilities or those from cultural and linguistic diverse backgrounds, their environments, and needed supports. This new way of thinking forces reanalysis of structures designed to assist individuals in creating for themselves satisfying lives and challenges traditional notions of disabilities and handicaps. The vision of the Intellectual and Severe Disabilities Concentration is aligned with that of the vision and mission of the College of Education.

The College of Education’s Mission Statement

The **vision** of the College of Education:   
Excellence and diversity through people, ideas, and innovation.

Our **mission** is the study and practice of education through teaching, research, and service. We

* address critical education issues;
* test new ideas and approaches to teaching and learning;
* educate professionals who can facilitate human growth and development in schools, homes, communities, and workplaces, and
* prepare students for participation in a complex and challenging society.

In carrying out our mission **we value**

* excellence in all that we do;
* diversity of people and perspectives;
* relationships of service, accountability, collaboration, and advocacy;
* the discovery, discussion, and dissemination of ideas, and innovation in teaching, technology, and leadership

College of Education's Conceptual Framework:   
Professional Understandings, Practices, and Identities

The College of Education at the University of New Mexico believes that professional education should seek to help individuals develop professional **understandings**, **practices**, and **identities**. These understandings, practices and identities frame the life-long learning of professional educators and reflect the values articulated in our Mission Statement and in state and national standards and competencies.

**UNDERSTANDINGS** frame the identity and practice of educational professional. We seek to help you better understand:

* *Human Growth and Development*

Patterns in how individuals develop physically, emotionally, and intellectually. How to provide conditions that promote the growth and learning of individuals from diverse cultural and linguistic backgrounds, including those with special learning needs.

* *Culture and Language*

The nature of home, school, community, workplace, state, national, and global contexts for learning. How social groups develop and function and the dynamics of power within and among them. How language and other forms of expression reflect cultural assumptions yet can be used to evoke social change. How one's own background and development shape understanding and interaction.

* *Content of the Disciplines*

The substance of the disciplines you teach -- the central organizing concepts and factual information -- and the ways in which new information is created, including the forms of creative investigation that characterize the work of scholars and artists.

* *Pedagogy*

Theory and research on effective educational practice. How to create contexts for learning in and across the disciplines. How to assess student learning and design, plan, and implement instruction to meet the needs of learners. How to evaluate educational practice.

* *Technology*

Effects of media and technology on knowledge, communication, and society. How to critically analyze and raise awareness of the impact of media and technology. How to use current technology.

* *Professional Issues*

The social and political influences on education, both historically and currently. Local, state, and national policies, including requirements and standards. How to critically analyze and participate in the formation of educational policy. Strategies for leadership, collaboration, and research.

* + *Nature of Knowledge*

How knowledge is constructed within social contexts, including the academic disciplines. The differences and connections among the knowledge constructed in different social contexts. How to conduct inquiry into the nature of knowledge within and across the disciplines.

These understandings enable you, as a professional, to value and engage in **PRACTICES** that embody the following qualities:

* *Learner-Centered*

Students' past experiences, cultural backgrounds, interests, capabilities, and understandings are accommodated in learning experiences. Routines promote learner risk-taking and allow learners to take increasing control of their own learning and functioning.

* *Contextual*

Experiences engage learners in ways of thinking, doing, talking, writing, reading, etc., that are indicative of the discipline(s) and/or authentic social contexts. Ideas and practices are presented with the richness of their contextual cues and information. Learners are provided with models and opportunities to reflect on their experiences and to relate their learning to other social contexts.

* *Coherent*

Learning experiences are organized around the development of concepts and strategies that learners need in order to participate in other similar situations. Learners are assessed on what they had the opportunity to learn.

* *Culturally Responsive*

Diversity is valued, and learners are helped to become aware of the impact of culture on how they and others perceive the world.

* *Technologically Current*

Available technology facilitates learning. Learners are helped to understand the effect of media on their perceptions and communication.

Developing a **PROFESSIONAL IDENTITY** is central to lifelong growth as a professional educator. The University of New Mexico College of Education will help you to develop the following attributes of a professional:

* *Caring*

Attentive to learners, willingness to listen and withhold judgment, and ability to empathize while maintaining high expectations for learner success.

* *Advocacy*

Committed to ensuring equitable treatment and nurturing environments for all learners.

* *Inquisitiveness*

Habitual inquiry into the many, ever-changing ways in which knowledge is constructed, how people learn, and how educators can support learning.

* *Reflection-in-Action*

Able to analyze, assess and revise practice in light of student learning, research and theory, and collegial feedback.

* *Communication*

Skilled in speaking, writing, and using other modes of expression.

* *Collaboration*

Able to work cooperatively with students, parents, community members, and colleagues.

* *Ethical Behavior*

Aware of and able to work within the ethical codes of the profession.

### Preparation Standards

SPCD 519 includes content that addresses specific Council of Exceptional Children Initial or Advanced Preparation standards, New Mexico Teacher Competency Standards, and the College of Education’s Understandings, Practices, and Identities. These are found at the end of the syllabus on pp. 24-29.

### Specific Course Policies

**Extra Credit**

Extra credit is not available for this course.

**Email Communications**

All students enrolled in the course must have a UNM email address within the UNM system. This is the only email address that will be used in communicating about this course. Students are responsible for the information sent out via email to their UNM email account, so it is important that students check their UNM email accounts daily. If you do not typically use your UNM account, please plan to check this account each day or forward it to the email account you typically use.

**Background Checks**

Because this course requires students to interact with individuals who are members of a potentially vulnerable population, you are required to obtain a background check or complete other steps before completing the Functional Assessment assignment. You will incur the cost of the background check and fingerprinting. You must follow all of the required policies as outlined by the professor in class and the organization that allows you to interact with their students or clients (e.g., APS, Rio Rancho Schools). Background checks must be passed and correctly documented with the College of Education Field Services office by **2/9/15.** Not meeting this deadline will result in not being allowed to complete the major course assignment and will thus likely result in a failing grade for the course.

**Class Participation and Use of Technology in Class**

Active class participation is expected of all students. This involves arriving to class on time and well-prepared (i.e., having read all assigned readings):

* paying attention to instructor and/or other students when they are speaking;
* using appropriate and non-offensive language during class and in written class assignments;
* demonstrating cooperation with and respect for the instructor and peers during class

discussions;

* actively participating, on-topic, during small group activities; and
* showing consideration for other students' need for alternative teaching strategies.

Use of technology (i.e., cell phones, iPods or other MP3s, and/or laptops) not related to class activities can hamper the learning of other members of the class. Since this behavior interferes with the educational process of other students, it is considered disruptive behavior (see the UNM policy on disruptive behavior <http://www.unm.edu/~doso/ja_disruptivebehavior.html>).

To help create a positive classroom climate that facilitates the learning of everyone, remember to:

* not use laptops, iPads, iPad minis, or other electronic devices unless directed to do so by the professor. If you need to use a laptop or other device for note taking purposes, please check with the professor first;
* turn off the ringer of your cellular phone and not take calls within the classroom (Please step out in the hall to speak if you must answer an emergency call – you can let the professor know if you received an emergency call;
* refrain from texting during class; this is disruptive to the learning process.

**Formatting Guidelines for All Course Assignments**

All written work in this course should be written in accordance with the guidelines of the American Psychological Association’s *APA Publication Manual* (6th ed.) (see Required Texts on page 10 of the syllabus). In particular, all assignments should be:

* typed using 12-pt font, double-spaced, and have 1 inch margins on all sides;
* include student’s name and name of assignment (e.g., Reflection Paper #1);
* include running head in upper left-hand corner and page numbers in the upper right-hand corner;
* include appropriate and correct headings as indicated in the *APA Publication Manual*;
* written in complete sentences with correct grammar, using person first language;
* include citation of all sources using the format specified in the *APA Publication Manual*;
* include a separate reference page that includes all sources used in the paper, formatted according to the APA guidelines;
* *All works/sources used in the assignment must be appropriately attributed*.

**Course Evaluation and Assessment**

*Attendance*

Attendance and participation in class are mandatory. You are expected to have read the required readings ahead of time and come to class on-time and prepared to participate in class discussions and group activities.

Consistent with policy in the Concentration in Intellectual Disability and Severe Disabilities:

**Two** absences – 5 points (or half a letter grade) will be deducted from your final grade.

**Three** absences – 10 points (or a full letter grade) will be deducted from your final grade.

**Four** absences – You will be dropped from the course.

**Missing 50 or more min of a class session (coming late or leaving early)** = one absence.

*Late Assignments & Re-Writes of Assignments*

* All assignments are due on the date indicated in the Class Schedule unless the professor amends the date.
* Assignments are to be turned in at the beginning of class (within the first 10 minutes).
* Assignments will not be accepted after the due date and will receive a score of “0” points.
* The final paper will not be accepted past the due date listed in the Class Schedule.

To be fair to all students**, re-writes will not be allowed** except under extraordinary circumstances beyond the student’s control. In the rare case that a student is asked to re-do an assignment, such as in the case of inadequate citation or other extraordinary circumstance that leads to significant problems with the assignment, total points on the assignment may be reduced. In this instance, students will be required to meet with the instructor and may also be required to utilize the services of CAPS or the Graduate Resource Center.

Given this, students are *strongly*encouraged to meet with the instructor prior to an assignment to insure that they understand the criteria for each assignment. This can take the form of bringing drafts of their work to office hours or other scheduled appointments well before the assignment is due. The instructor may also be able to respond to specific questions about *portions* of assignments sent via email, time permitting. However, due to time constraints, it is not possible to read complete assignments sent electronically or brought to office hours, or to provide detailed feedback on all aspects of the draft reviewed. Therefore, the instructor cannot predict what grade a student will earn on a submitted assignment based on the review of her/his draft. To make each appointment or email exchange as beneficial as possible, please have specific questions ready to ask about assignments.

The following tables list the assignments required for this course, the number of possible points for each assignment, and the letter grade and point ranges used for determining final course grades. Note that final grades are based on percentage of points earned for the entire semester.

**Course Assignments/Activities** (see pp. 11-22 for assignment descriptions) **Points**

Successful completion of online plagiarism tutorial 5

Class Participation & Professionalism 5

\*Quizzes (2) (covering readings/lectures/activities) 10 (10 pts each)

Vocabulary activities 27

Research article summary/critique 20

3 sub-sections of a functional assessment project (FAP) 15 (5 pts each)

Functional Assessment Project Summary 25

Poster Presentation for Functional Assessment Project 5

Comprehensive exam on class lectures/discussions/activities/readings 20

**\**The lowest quiz grade will be dropped before final grades are computed so only a maximum of 10 points from quizzes will count toward the final grade.***

**NOTE**: UNM regulations specify that graduate students may not be assigned a grade of C-, D+, D, or D- (see p. 41 in the *UNM Catalog*). Therefore, graduate students who do not accumulate a minimum of 74% of the total points possible by the end of the semester will be assigned an F. In addition, incompletes and withdrawals at the end of the semester will be allowed only in accord-

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| *Accommodations*  Please see the professor as soon as possible if you need accommodations in the course due to a disability. Be certain you have registered with the Accessibility Resource Center (277-3506) in Mesa Vista Hall, Room 2021, to facilitate making accommodations available for you as quickly as possible. |

ance with UNM policies. Please see the UNM catalog for a description of these policies.

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| --- | --- |
| **Percentage of Total points earned** | **Grade** |
| 100 | A+ |
| 94-99 | A |
| 90-93 | A- |
| 88-89 | B+ |
| 84-87 | B |
| 80-83  78-79 | B-  C+ |
| 74-77 | C |
| <74 | F |

## Policy on Academic Integrity

It is the responsibility of students and faculty to engage in “honest and responsible scholarship” (University of Illinois-UC Library, 2013) and to avoid practices that may be considered acts of academic dishonesty. UNM’s policy for students on academic dishonesty, as found in the *UNM Catalog*, p. 44, is as follows:

Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others . . .

In this course we will use the definition of plagiarism adopted by Indiana University (2013):

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge an indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;

2. Using another person's ideas, opinions, or theories;

3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;

4. Borrowing facts, statistics, or illustrative material; or

5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

The following specifies how UNM’s policy on academic dishonesty and the definition of plagiarism cited above are applied in this course:

* In terms of written work, you have the responsibility to explicitly specify what portion of that work reflects your own ideas/words, and what portion reflects the ideas/words of other people (e.g., authors of books or journal articles, websites, peers’ work). This includes
  + appropriately indicating direct quotes,
  + adequately paraphrasing others words and correctly attributing the source, and
  + explicitly stating what are primary and secondary sources
* Incorrect citations (e.g., inadequate paraphrasing, incorrectly indicating direct quotes) will result in the following:
  + The first time a problem is noted in an assignment, I will assume that it is unintentional and will ask that the assignment be re-written. Points may be deducted from the assignment at my discretion. In addition, you will be asked to meet with me to learn how to avoid the problem in future assignments.
  + The second time a problem is noted in an assignment, you will be assigned 0 points for that assignment.
  + The third time a problem is noted in an assignment, you will be assigned a failing grade in the course. Documentation of this will be sent to the Dean of Students.
* If at any time you submit an assignment that contains text or work taken from another source in whole or in part (e.g., a web site, an article, textbook) without any acknowledgment of the original source, you may receive a failing grade in the course. Documentation of this incident will be sent to the Dean of Students.

To assist you in understanding what plagiarism is and isn’t, you will be required to successfully complete an online tutorial and provide documentation of passing the tutorial’s online quiz. All written work in this course should be written in accordance with the guidelines of the American Psychological Association’s *APA Publication Manual* (6th ed.)(see list of Required Books on page 11 of the syllabus). This *Manual* specifies what plagiarism is and how to compose and format your work so that it is avoided.

**Turnitin.** Additionally, students in the class will be required to use Turnitin for the research article review assignment. This program assists them in strengthening their writing by helping them locate places where they have not appropriately delineated direct quotes, used the structure or ideas of someone else without acknowledgement, or not paraphrased correctly. The professor will provide instructions in class on how to use the program.

If you have any concerns or questions about how to appropriately indicate what is your own work and what is derived from the work of others, please see the professor during office hours, or if those times are not convenient, call or email to set an appointment time.

# Required Course Texts & Readings

# Required Texts:

Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers*. (9th ed).

Upper Saddle River, NJ: Merrill Prentice Hall.

American Psychological Association. (2009). *Publication manual of the American Psychological*

*Association* (6th ed.) Washington, DC: Author.

O’Neill, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2014). *Functional assessment and program development for problem behavior* (3rd. edition). Stamford, CT: Cengage Learning.

**Required Reading:** These canbe retrieved from the Zimmerman Library Electronic Reserves Website: http://ereserves.unm.edu/eres/coursepage.aspx?cid=74 [Password is lobo519].

Dunlap, G., Sailor, W., Horner, R. H., & Sugai, G. (2010). Overview and history of positive behavior support. In W. Sailor, G. Dunlap, G. Sugai, & R. Horner (Eds.), *Handbook of positive behavior support* (pp. 3-16)*.* New York, NY: Springer.

Pengra, L. M. (2000). Values give meaning to behavior. In *Your Values, My Values* (pp. 19-38).

Baltimore, MD: Paul H. Brookes.

Pengra, L. M. (2000). Problem behavior and schema analysis. In *Your Values, My Values* (pp.

115-137). Baltimore, MD: Paul H. Brookes.

**Recommended Texts and Articles** (These are not required but will be helpful in understanding and completing class assignments)

Carr, E. G., Levin, L., McConnachie, G., Carlson, J. I., Kemp, D. C., & Smith, C. E. (1994).

*Communication-based intervention for problem behavior* (pp. 31-62). Baltimore: Paul H. Brookes. [Especially read pp. 31-62; 63-90.] (This reading is available on the Zimmerman Library Electronic Reserves Website.)

Hosp, J. L., & Hosp, M. K. (2001). Behavior differences between African-American and

Caucasian students: Issues for assessment and intervention. *Education and Treatment of Children, 24,* 336-350. (This reading is available on the Zimmerman Library Electronic Reserves Website.)

**Books** **& Journals** ---------------------------------------------------------------------------------------------

Bambara, L. M., Dunlap, G., & Schwartz, I. (Eds.). (2004). *Positive behavior support: Critical*

*articles on improving practice for individuals with severe disabilities*. Pro-Ed and

TASH.

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. (2nd Ed.).

Upper Saddle River, NJ: Pearson. (This is a comprehensive text on ABA and is

invaluable for anyone wishing to become a BCBA.)

Donnellan, A. M., & LaVigna, G. W. (1990). Myths about punishment. In A. C. Repp, N. N. Singh (Eds.), *Perspectives on the use of nonaversive and aversive interventions for persons with developmental disabilities* (pp. 33-57). Sycamore, IL US: Sycamore Publishing Company.

LaVigna, G. W., Willis, T. J., & Donnellan, A. M. (1989). The role of positive programming in behavioral treatment. In E. Cipani (Ed.), *The treatment of severe behavior disorders: Behavior analysis approaches* (pp. 59-83). Washington, DC US: American Association on Mental Retardation.

Leach, D. (2012). *Bringing ABA to home, school, and play for young children with autism spectrum disorders and other disabilities*. Baltimore, MD: P. H. Brookes

Lerman, D. C., & Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. *Journal of Applied Behavior Analysis, 35,* 431-464.

McDonnell, A., Waters, T., & Jones, D. (2002). Low arousal approaches in the management of challenging behaviours. In D. Allen (Ed.), *Ethical approaches to physical interventions: Responding to challenging behaviour in people with intellectual disabilities* (pp. 105-113).

Sanders, K. (2009). The affects of an action plan, staff training, management support and monitoring on restraint use and costs of work-related injuries. *Journal of Applied Research in Intellectual Disabilities, 22*, 216-220.

*Journal of Positive Behavior Support* (This journal has numerous articles in each volume

illustrating application of applied behavior analysis procedures with a range of individuals in practical settings.

**Descriptions of Specific Course Assignments**

*All out-of-class assignments must be turned in within the first 10 min of the class on the date on which they are due. Assignments turned in after 4:25 p.m. will not be accepted.*

**Plagiarism Tutorial**(5 pts) **CEC Initial 6.4**

Go to the website below and complete the tutorial on plagiarism. It will provide information on what plagiarism is, examples of different types of plagiarism, practice problems, and a short quiz. Once you’ve worked through the material, take the quiz and print out the certificate indicating that you passed the quiz. If you have done this for another class **within the past calendar year**, provide a copy of the certificate to the professor by the due date listed in the course schedule.

Website: https://www.indiana.edu/~istd/

**Class Participation & Professionalism** (5 pts) **CEC Initial 6.1, 6.4, Advanced 5.3**

This course is structured so that class discussions and activities are critical to student learning; most classes will be a blend of lecture and whole and small group discussions and activities. All students are expected to come to each class on time and fully prepared to participate dynamically in class activities. This includes asking pertinent questions, contributing relevant comments and examples, and contributing to small group activities. The following Class Participation rubric will be used for assessment criteria for this requirement.

**Class Participation Rubric**

|  | **1** | **0.5** | **0** |
| --- | --- | --- | --- |
| **Listening** | Actively and respectfully listens to peers and professor; allows everyone to contribute to discussion. | Occasionally appears to be distracted or disinterested in peers/professor’s comments, or occasionally dominates discussion. | Often seems to be distracted or engages in nonrelated activities when a peer or professor is speaking, or dominates discussion. |
| **Preparation** | Consistently arrives on-time and fully prepared; comments/ questions indicate clearly that student has done readings and completed assigned tasks; appears ready and willing to engage in class discussions and activities. | Occasionally arrives late and/or at times demonstrates through comments or lack of participation that readings were not done or only read superficially; occasionally does not have tasks completed; not always ready to engage in discussions/  activities. | Frequently late to class and/or comments/lack of participation indicate that readings have not been done; tasks often not done or incomplete; little evidence of thoughtful consideration of key ideas in readings. |
| **Quality of contributions** | Offers comments or asks questions that are relevant and reflect understanding of assigned text(s); responds to previous remarks of other students and attempts to engage them in further discussion; offers thoughtful insights about class topics or readings. Consistently uses person-first language in speaking and writing. | Occasionally offers thoughtful comment about class topics or readings but does not make voluntary contributions consistently; comments/questions are not consistently relevant and/or demonstrate lack of preparation or attention to other students comments. Occasionally uses non-person first language in written and spoken communications. | Rarely makes voluntary contributions; comments/participation display limited understanding of course readings or peers’ previous comments; comments are inaccurate, off topic, or consistently superficial. Rarely uses person-first language in written or spoken communication. |
| **Impact on class climate** | Participation and comments encourage peers and professor to engage in deeper discussion of key course ideas and constructs; contributes positively to everyone’s learning. | Participation and comments are appropriate but don’t consistently encourage others to delve deeper into course concepts; comments are frequently superficial. | Little or negative effect on others’ understanding or engagement with course concepts; sometimes treats peers disrespectfully. |
| **Frequency of participation** | Consistent, active, and appropriate participation in class discussions and activities. | Inconsistent participation in class activities and discussions; sometimes is an active participant and at other times is ‘tuned out’ or engaging in nonrelevant activities. | Rarely participates in discussions or activities; often engages in activities during class that are not related to the class activities (e.g., texting, using the internet, reading unrelated materials). |
| **Total: /5** | | | |

**Quizzes (10 pts per quiz) CEC Initial 1.2, 2.2, 4.2, 5.6, Advanced 3.3**

There will be two, take-home quizzes, each worth 10 points. The lowest quiz grade for each student will be dropped prior to computing the student’s final course grade so there will be a total of 10 points possible for quizzes. The purpose of these quizzes is to help students master terminology, and practice examining the factors that affect behavior and selecting appropriate behavioral strategies. Quizzes will consist of short-answer and multiple choice questions related to defining key terms or determining appropriate application of specific ABA strategies.

##### **Vocabulary Activities (27 pts total) CEC Initial 1.2, 2.2, Advanced 4.2**

One of the most important components in learning applied behavior analysis for students new to this discipline is becoming fluent with the vocabulary used in the field. To help students acquire this critical vocabulary, there will be vocabulary related questions (multiple choice, true/false, or very short answer), worth 3 points. These will be either posted weekly on Socrative (the professor will explain this in class) or posted on the class website. Students will either answer the questions online using Socrative or print out the questions from the class website, answer the vocabulary questions, and turn in the answered questions at the beginning of the class period. If you must be absent from class, you may answer the questions/send them by email; to receive credit, these **must be received by 4:25 p.m. on the day of the class missed.**

**Comprehensive Exam (20 pts) CEC Initial 1.2, 2.2, 4.2, 5.1, 5.6, Advanced 3.3**

This is an in-class, open-note (not open book) comprehensive exam, worth 20 points. It will consist of multiple choice, short answer questions, and analysis of a case study. Content of questions focuses on identification of terminology and appropriate application of ABA techniques, including Functional Assessment processes.

**Research Article Critique (20 pts) CEC Initial 6.2, Advanced 4.1, 4.2, 4.3**

The purpose of this assignment (worth 20 points) is to help students become familiar with the evidence-base of applied behavior analysis strategies. Students will choose one empirical article that is an example of the application of ABA procedures from a list of peer-reviewed journal articles provided by the professor; the list will be on the class website. All the articles can be accessed using the research databases through the library system. It is the student’s responsibility to locate and download the article. For full points, a hard copy of the article must be turned in with the paper.

Papers should be 6 – 12 pages in length and conform to the *APA Publication Manual* (6th ed.) formatting and writing guidelines. A grading checklist is provided below detailing what each section of the paper should discuss and the points assigned for each section of this assignment. When you turn in the assignment, include the assignment grading checklist as the front page of the assignment. **Use Turnitin to submit this assignment.**

Grading Checklist for Research Article Critique

Purpose**:** To help students become familiar with the efficacy of applied behavior analysis techniques.

* Papers should be 6 – 12 pages in length plus a separate reference page and conform to the *APA Publication Manual* (6th ed.) guidelines.
* Use each item listed below as a heading within the paper (except for last one).
* Submit a hard copy of the article in class. No doing so will result in a 5 point deduction in the grade for this assignment.

🞏 Clear description of the purpose of study **and** why you selected the study. \_\_\_\_(1.5)

🞏 Accurate and complete description of participants and setting \_\_\_\_(3)

🞏 Description of methods used in study

* + - Correct identification of experimental design;
    - Accurate description of the dependent and independent variables (i.e., what the target behaviors were and what teaching or intervention procedures were used);
    - Accurate and complete description of measurement and data collection system, **and**
      * reliability estimates for the measurement system \_\_\_\_(3)

🞏 Accurate and complete description of results \_\_\_\_(3)

🞏 Authors’ interpretation of findings (how authors explained findings, their

recommendations for future research and practice) \_\_\_\_(2)

🞏 Your opinion of whether the study accomplished its purpose; your interpretation

of results; your interpretation of the significance of the results; your opinion of the

implications of the study’s findings for the field of education. \_\_\_\_(2)

🞏 Description of how information from this article contributed to your understanding of ABA

principles and procedures or working with students in need of behavioral interventions. \_\_\_\_(2)

🞏 Consistent and accurate APA formatting, correct grammar and mechanics, included the grading

checklist as the first page, used person-first language through out the paper, paper was 6-12

pages in length \_\_\_\_3.5

**Total Score: \_\_\_\_(20)**

**FUNCTIONAL ASSESSMENT PROJECT**

The purpose of this project is for each student to understand the components of a functional behavior assessment model and be able to implement a functional behavior assessment (FA) for a student in his/her classroom. This is not a research project but rather an assignment that requires students to implement procedures and strategies they are studying in the ABA class with their own students.

The FA process has several components, including selecting an appropriate target (problem) behavior of a student and operationally defining it, collecting preliminary indirect data, developing an hypothesis about the problem behavior; selecting an observation and measurement system to monitor the target behavior along a relevant dimension; collecting baseline data on the target behavior; developing intervention procedures for the target behavior based on the initial hypothesis that include selection of a positive replacement behavior; implementing the intervention and collecting data on its effects on the target behavior; and, finally, determining if the data support or refute the initial hypothesis so that an adjustment can be made to the intervention plan.

The project has been broken down into **3** separate sub-sections; you will find detailed information of what each sub-section should contain on pp. 18-22. Each sub-section will be turned in, reviewed by the instructor, and returned to you with feedback to help you in completing the remaining sections. You are expected to make the changes noted by the instructor before turning in the next sub-section assignment. A final summary report will be turned in at the end of the semester that will include selected information from each sub-section **and** a discussion of the overall results of the intervention. You are expected to collect data across the semester up until the final week of classes. You will also be required to present you project in class at the end of the semester during a professional poster session.

Some general notes:

1. It is your responsibility, before completing each assignment, to read the extensive description of this project printed below. (Also available as a handout on the class website.)
2. **You must have passed and correctly documented a background check with the College of Education by the due date of the first assignment.** Not meeting this deadline will result in not being allowed to complete the FBA assignment and will thus likely result in a failing grade for the course.
3. Turn in the appropriate Grading Checklist as the front page of each assignment to receive full points for that assignment. These are available to copy and paste in the electronic version of the syllabus on the course website.
4. Put **all** **portions of the FAP in a 3-ring binder, using a separate tab for each section** (Sub-Section 1, Sub-Section 2, Sub-Section 3, Final Report). Turn in the entire notebook each time a component of the FAP is due.
5. Obtain **signed assent** from the student or individual with whom you complete the project and, if the individual is a minor or has a legal guardian, **signed consent** from his/her legal guardian. The signed consent/assent forms must be turned in with Subsection 1; **the paper will not be accepted unless the signed permission form is attached. (See course website for the forms.)**

\*\*\*You cannot use this project or any information or data from it for any purposes other than to complete this assignment for this course.

1. Your grade will be determined on your ability to accurately analyze the data you collect, develop an appropriate intervention plan, and thoroughly describe/discuss the factors that may have affected the outcome of the project.
2. The amount of time required to complete each phase of the project will vary depending on the target student, the classroom in which you are working, and yourself. A good rule of thumb is to expect that each portion if the project will take more time than you think, so plan accordingly.

**FUNCTIONAL ASSESSMENT PROJECT**

**ASSIGNMENT 1: IDENTIFICATION OF STUDENT AND BEHAVIOR**

**CEC Initial 1.1, 1.2, 4.1, 4.3, Advanced 5.1, 7.2**

Purpose: (1) select a student with whom to work, (2) determine what the target behavior will be (based on sound behavior selection procedures), and (3) write an operational definition of the target behavior. (NOTE: An operational definition is NOT the same thing as a behavioral objective.) You will begin your data collection by conducting an interview with at least one adult who is familiar with the student and, if possible, conduct an interview with the student. You may also want to conduct additional data collection activities, such as administering a *Motivational Assessment Scale* which will be given to you in class. This assignment should be 5-6 pages in length.

For this assignment the following tasks should be completed as follows:

🞏 1. Selection of a target student and identification of a problem behavior **(1pt)**. Explain why you selected this particular student for this project. Describe the student in terms of age, grade level, special education eligibility, and any other information that would be helpful in understanding why this student was selected. Also include a discussion of how, through consultation with other teachers/staff/ parents/student, you determined that this particular behavior required intervention. Assign a pseudonym to the student. **DO NOT use the student’s real name in any of your papers**.

🞏 2. Operational definition of the target behavior **(2 pts).** This description of the target problem behavior must be written in **observable**, **measurable, and repeatable** terms, **using the format we practiced in class**. Refer to the text and class notes in writing this definition – it is a critical piece of the project!

🞏 3. Summary of FAI Interview **(2 pts).** Conduct a structured interview with at least one adult (e. g., parent, teacher) who is familiar with the student and who has observed the target behavior on a repeated basis AND summarize the information you collect in a narrative. Use the ***Functional Analysis Interview Form*** handed out in class (and found in your O’Neill et al. [2014] text) for this purpose. *You may NOT give this interview form to the adult for him/her to fill out on his/her own; the purpose of the assignment is for you to practice effective interviewing related to behavioral assessment.*

Use information from the interview to identify student preferences and specific curricular and interactional variables that might be influencing the student’s problem behavior. In other words, to discover patterns that show the typical antecedents and consequences for the target behavior. In writing your narrative of the results, describe what is actually happening before and after the target behavior rather than speculating on what you think the intention of these events is.

If at all possible, also interview the target student using formal or informal methods to get his/her input. The accuracy of your hypothesis about the function of the behavior and the associated intervention strategies you select are much more likely to be accurate if you take this important step.

Summarize information from the FAI and student interview within your paper **and** attach the original *Functional Analysis Interview Form* you completed. If you also utilize an assessment such as the *MAS*, summarize this information and attach the original, completed forms.

**TOTAL: /5 pts**

**FUNCTIONAL ASSESSMENT PROJECT**

**ASSIGNMENT 2: SELECTING AN OBSERVATION AND MEASUREMENT SYSTEM**

**CEC Initial 4.2, 5.1, Advanced 1.2**

Purpose: select an observation and measurement system for the particular target behavior that you identified in Assignment #1. Based on your operational definition of the behavior and your assessment of the environment through the interview information, you should now be able to create a plan to collect baseline data prior to developing an intervention. This detailed plan should be 3-5 pages in length.

For this assignment, the following tasks should be implemented and summarized as follows:

🞏 1. Selection of the relevant dimension (frequency, duration, etc). of the behavior to be observed and measured **(2 pts).** Go back to your operational definition of the behavior (written in **observable, measurable,** and **repeatable** terms) to decide which dimension of the target behavior would be most appropriate to monitor. Also think about the context in which the target behavior occurs: what would be an efficient and effective way to collect data on the target behavior in your classroom? Measuring what aspect (i.e., dimension) of the behavior will give you the most accurate and useful information to measure the student’s progress?

🞏 2. A description of your observation methods **(2 pts).** Describe **when** data will be collected, **wh**o will collect the data, **what materials** or equipment will be used, and **how** the data will be recorded. Be thorough so that the reader could go into your classroom with this description and know exactly how to collect the data. **Attach** any data collection forms you intend to use.

🞏 3. A sample data collection summary table **(.5 pt**). Provide a sample table showing how you will keep an **ongoing** summary of your data. Be sure all areas of the table are appropriately labeled.

🞏 4. A sample graph indicating how you plan to display and graph your data, including all labels and titles **(.5 pt).** Attach a sample of the graph you will use to display your data throughout the project. Be sure that it is constructed correctly and all parts are labeled accurately (review class notes and look in your text).

**TOTAL: /5 pts**

**FUNCTIONAL ASSESSMENT PROJECT ASSIGNMENT 3: BASELINE DATA AND DESIGNING AN APPROPRIATE INTERVENTION PLAN**

**CEC Initial 1.2, 2.3, 4.6, 5.6, Advanced 3.1, 5.4, 5.3, 5.5, 6.2**

Purpose: (1) design an intervention plan based on information you have collected about variables related to the target behavior and the function of the behavior you have identified and (2) graph all actual baseline data you have collected. In other words, integrate the information obtained from interviews, reviewing the student’s file, and direct observations to decide what is the function of the problem behavior and then to formulate a plan of action to address it.

The first and most important step is developing a hypothesis about the function of the target behavior (i.e., what is precipitating and maintaining the target behavior). Hypothesis development should be based upon information gathered from a variety of sources. The hypothesis statement, which **we will call a Functional Assessment Summary statement**, should describe the relationship between the student’s target behavior and a variable(s) that could be manipulated within the student’s environment. It **must** include a statement of the function of the problem behavior.

For this assignment, the following tasks should be implemented and summarized. The format to use is found on **pp. 103-104 in O’Neill et al. (2014**) with **one** addition: **The plan must also include an operational definition of the replacement behavior that you select to replace the problem behavior (see handout given out in class if you are unsure of the format)**.

**🞏 1. Operational definitions** of the target behavior(s) **AND** the replacement behavior **(1).**

**🞏 2. Functional Assessment Summary Statement** (this is your hypothesis statement.) **(1 pt)**

Use the format for this found in O’Neil et al. After this statement, include a discussion of

the possible **setting events**, **antecedents**, and **consequences** that may be affecting the

target behavior. The discussion should be at least two paragraphs and possibly more if you

have a complex situation and several variables affecting the targetbehavior. Be sure to

indicate how you gathered the information upon which youare basing your discussion

(e.g., through interviews with the student, from rating scale, from direct observation).

**🞏 3. Diagram of competing behavior model** using the format on p. 103 of O’Neill

et al. (2014) **(0.5 pt).**

🞏 4. Description of the **intervention plan you will use to address the target behavior (2**

**pts).** In your paper, be sure you address each heading on pp. 103-104 in O’Neill et al.

**Remember that the intervention plan must address the function of the target**

**behavior.** In other words, your intervention and theinformation you identified about the

function of the target behavior **MUST** be linked. A replacement behavior should be

identified and taught as a part of the intervention plan.

🞏 5. **Updated Data Collection (.5)**. Provide

🞏Your data collection summary table. Provide a copy of the table on which you are keeping an ongoing summary of your data. Include **all** data collected before the implementation of the intervention plan (i.e., baseline data).

🞏 A graph that includes **all** data collected before the implementation of the intervention plan.

**TOTAL: /5**

**FUNCTIONAL ASSESSMENT PROJECT: POSTER PRESENTATION**

**CEC Advanced 3.5, 4.3**

Purpose: to present your projects to your colleagues in the format of a professional poster, similarly to what is expected at a professional conference. This will allow you to reflect on your project (its strengths and possible areas of change), gain experience in presenting this type of information in a professional manner, and obtain feedback from others on your intervention plan. (And it will be fun!) You should create your poster using a template the course instructor will provide and have it printed out at the COE Center for Student Success or the COE Copy Center. See instructions at: <http://coe.unm.edu/administration/center-student-success/design-production-studio/poster-guidelines.html> The professor will provide additional information on how to do this in class.

For this assignment, the following tasks should be implemented

1. Separate key information about your project into major sub-topics or areas (see #2).
2. Include the pseudonym, age, and grade level of your student; operational definitions of the target behavior and the replacement behavior; the hypothesis you developed based on the function of the target behavior (functional assessment summary statement); a brief summary of the intervention plan; a summary of results that includes **a copy of the graph of ALL data collected, both baseline and intervention**.
3. Use whatever graphics or materials you like in creating the poster and communicating the items in Section 2 above (Content)—just think “professional.” You must have signed releases from parents/guardians for any photos that you use in your poster. (And remember that you MUST include a copy of the graph with all data plotted.)
4. Each student will “present” his/her poster to the class during a poster session and answer questions about the project.
5. If you like, bring a snack to share with your classmates as we listen to each presentation.

**Poster/Presentation Grading Checklist**

Organization and Visual Appeal

1. Information is separated into major sub-topics or areas 1 2 3 4 5
2. Poster is clear, not too cluttered or “busy” 1 2 3 4 5
3. Font/printing used is easy to read and of professional quality 1 2 3 4 5
4. Graphics are used complement or illustrate key points 1 2 3 4 5

Content

1. Poster includes operational definition of the target problem AND target

replacement behaviors. 1 2 3 4 5

1. Poster includes Functional Summary Statement. 1 2 3 4 5
2. Poster includes summary of Behavior Intervention/Support Plan 1 2 3 4 5
3. Poster includes an up-to-date graph of all data 1 2 3 4 5
4. Information is accurate and presented in a professional manner 1 2 3 4 5

**Average Score:**

**FUNCTIONAL ASSESSMENT PROJECT:**

**Summary Report**

**CEC Initial 5.6, Advanced 3.6, 3.5, 5.1, 6.3, 7.3**

The purpose of this culminating assignment is for you to analyze the data you have collected to determine if your intervention plan was effective and if your initial hypothesis about the function of the target behavior was accurate. This involves an analysis of several different sources of information. **First,** use **visual analysis** to examinethe graphed data. Discuss the data in terms of changes in level, trend, and variability of the intervention data compared with the baseline data or previous phase(s). **Second**, you should analyze and discuss any changes in other relevant variables in the environment that may have affected the target behavior. **Third**, you should discuss whether your initial hypothesis about the controlling variables (i.e., the function of the behavior) has been supported or refuted and why you have come to that conclusion (i.e., based on the results, did you correctly identify the function of the behavior).

The following tasks should be implemented and summarized as follows. Make each of the following (except #4 and 5) a heading in your paper:

🞏 1. I**ntroduction (1 pt)** that includes a thorough summary of the process used to select the target student and target behavior(s). *(Taken from Sub-Section 1)*

🞏 2. M**ethod section (8 pts)** that describes/summarizes:

* Description and operational definition of target behaviors (problem behavior **and** replacement behavior);
* Dimension of the behavior that you observed/measured;
* Observation methods and procedures used to collect data on the target behavior;
* Functional Summary Statement (hypothesis) and discussion of relevant contingencies affecting the target behavior;
* Description of intervention plan.

*(Taken from Sub-Sections 2 and 3)*

🞏 3. **Discussion** of the overall effectiveness of the intervention plan **(10 pts)**, including:

* Comparison of **baseline and intervention data** in regards to: trends, levels, overlap of data points between phases;
* Description of possible changes in other relevant variables in the environment that affected the target behavior. This should include your perception regarding **fidelity of treatment** (was the intervention carried out as planned?), a list of possible changes in setting events since baseline conditions, or other changes in antecedents and/or consequences that may be interfering with or adding to the effectiveness of the intervention as you had it planned;
* Discussion of your initial hypothesis about the function of the behavior (Does the data you’ve collected support or disprove your hypothesis about the behavior’s function?);
* Discussion of relevance and long-term effectiveness of the intervention you implemented (Did it help the target student make important or socially relevant changes in his/her behavior? Teach important new skills? Is the intervention practical, something other teachers or staff could continue to implement? Are there any things you would change in the intervention plan based on your analysis of the data?);
* Discussion of student and/or program manager satisfaction with the intervention (How satisfied was the student or other interested parties in the results of the intervention?).

🞏 4. Attached a complete data table, **and** a graph of ALL data **(4 pts)**, *from the beginning of the project until the end of the semester*, **and the** original interview forms (and MAS forms if used).

🞏 5. Consistently used APA formatting and style throughout the paper **(2 pts)**

* Included the grading checklist as the first page;
* Attributed sources appropriately;
* Used correct mechanics and grammar throughout the paper;
* Used person-first language throughout the paper;
* Paper was 10-20 pages in length.

**TOTAL: /25**

## Course Schedule

(NOTE: The professor may adjust dates/assignments as the course progresses, but will provide verbal and/or written notice if dates/assignments change.)

| Date | **Topic** | **Readings** | **Assignment** |
| --- | --- | --- | --- |
| **Week 1**  **1/12** | * + Overview of course   + What is ABA?   + Purposeful nature of behavior | A & T: Chapters 1 & 2 |  |
| **Week 2**  **1/19** | **Martin Luther King, Jr. Holiday** | | |
| **Week 3**  **1/26** | * Functional Behavior Assessment Model (FBA) | O’Neill et al.: Chapters 1, 2, & 3 | **Turn in Plagiarism Tutorial certificate**  **Vocab #1** |
| **Week 4**  **2/2** | * FBA Model, continued * Developing Behavior Intervention Plans | O’Neill et al.: Chapters 4 & 5 | **Vocab #2** |
| **Week 5**  **2/9** | * Data Collection Systems   **Guest Speaker:** Dr. Megan Griffin | A & T: Chapters 4 & 5 | **Vocab #3**  *Background Check must be on file with the COE Field Services office by Feb. 9th.*  **FAP Sub- Section 1** |
| **Week 6**  **2/16** | * Finish data collection * Single Case Research Methods & ABA | A & T: Chapter 6 | **Vocab #4 (we will complete this in class)** |
| **Week 7**  **2/23** | * Differential Reinforcement:   Antecedent Control & Shaping | A & T: Chapter 10  Pengra Chapter 2 (2000) (On **e-reserves)** | **Vocab #5**  **FAP Sub-Section 2** |
| **Week 8**  **3/2** | * Consequences (strategies) that Increase Behavior | A & T: Chapter 8 | **Quiz 1:**  **(Chapters 2, 4,5, 6, 10)** |
| **Week 9**  **3/9** | **Spring Break** | | |
| **Week 10**  **3/16** | * Consequences (strategies) that Increase Behavior * Behavioral Objectives | A & T: Chapter 8  A & T: Chapter 3 | **Vocab #6**  **FAP Sub-Section 3** |
| **Week 11**  **3/23** | * Consequences (strategies)   to Decrease Behaviors | A & T: Chapter 9 | **Vocab #7** |
| **Week 12**  **3/30** | * Finish up Consequences (strategies) to Decrease Behaviors * Teaching for Generalization | A & T: Chapters 9 &  Pengra Chapter 6 (2000) (**e-reserves)** | **Research Article Critique**  **Vocab #8** |
| **Week 13**  **4/6** | * Finish up Teaching for Generalization * Teaching Students to Manage Their Own Behavior (Self-Regulation) | A & T: Chapter 11  A & T: Chapter 12 | **Vocab #9** |
| **Week 14**  **4/13** | * Ethics of ABA * Positive Behavior Supports (PBS) & School Wide PBS | A & T: Chapter 13  Overview of PBS (Dunlap et al., 2010) (**e-reserves**) | **Quiz 2: Chapters 3, 8, 9, 11, 12** |
| **Week 15**  **4/20** | * Review and synthesis of major concepts * Group 1: FBA Project Presentations |  |  |
| **Week 16**  **4/27** | * Comprehensive Exam |  | **In-Class Comprehensive Exam** |
| **Week 17** | * Group 2: FBA Project Presentations & Course Wrap-up |  | **FBA Project Poster Presentation** |
| **Week 17** | **NO CLASS----Turn in FA Project Summary Report at my office no later than 5:00 p.m. on May 4.**  **Late assignments will not be accepted.** | | |

**CEC Standards, NM Teacher Competencies, & COE Understandings, Practices, and Identities Addressed in SPCD 519**

|  |  |  |
| --- | --- | --- |
| **CEC Standards** | **New Mexico Teacher Competencies** | **COE Understandingsa, Practicesb, & Identitiesc** |
| **Primary** | | |
| INITIAL 1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences) | A2(d) The teacher understands and uses various models of service delivery at all service levels (minimal, moderate, extensive, maximum)  A3(a) The teacher defines each exceptionality  B1(a) The teacher describes the developmental stages/milestones of normal motor, language, social-emotional, sensory and cognitive development  B2(a) The teacher describes medical and health needs commonly found among special populations and their impacts on learning  RDG D8(a) Foundations: the teacher understands the foundations of reading and language arts development | U1, U4  P1, P2, P4  ID4 |
| INITIAL 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (Learner & Learning, Learning Environments) | A4(c) The teacher demonstrates knowledge in facilitating least restrictive environment  C2(b) The teacher describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system  D2(b) The teacher describes and demonstrates various methods for individualizing instruction that ensures the child’s access to the general curriculum  D2(c) The teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and individual instruction  D7(a)(iv) The teacher demonstrates appropriate group and individual interventions  D7(b)(ii) The teacher uses factors affecting motivation and learning | U4  P1, P2  ID2 |
| INITIAL 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis. (Learner & Learning, Learning Environments) | C2(b) The teacher describes the procedures and strategies necessary for participation in the general education curriculum and the statewide general assessment system  D2(c) The teacher designs and implements appropriate lesson planning and methods for managing individuals, small groups, large groups, and inclusive groups, and individual instruction  D7(a)(i) The teacher implements disciplinary procedures consistent with state and federal rules and regulations  D7(a)(iii) The teacher collaborates, develops, implements, and subsequently evaluates implemented behavior management programs | U1  P1, P4  ID1, ID2, ID7 |
| ADVANCED 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs. (Learner & Learning, Assessment) | Tier III-3(C) Establishes and states expectations for student performance.  Tier III-3(E) Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.  Tier III-3(F) Communicates regularly with students about their progress.  Tier III-5(A) Designs and uses multiple methods of measuring student understanding and growth.  Tier III-5(B) Integrates assessment data from multiple sources into instructional planning and improvement.  Tier III-5(C) Maintains documentation of student progress. | U6  P2  ID4 |
| INITIAL 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. (Instructional Pedagogy, Assessment) | C1(b) The teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion referenced tests  C1(c) The teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans  C1(d) The teacher demonstrates skill in various formal and informal observation techniques  D2(d) The teacher collects and analyzes instructional data for effectiveness of programs  D6(d) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately  RDG 8(b) Assessment (reading) | U2, U4  P1, P4  ID7 |
| INITIAL 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. (Instructional Pedagogy, Assessment) | C1(a) The teacher describes screening, referral, evaluation and eligibility procedures  C1(b) The teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion referenced tests  C1(c) The teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans  C2(d) The teacher develops appropriate annual goals and short term objectives/benchmarks  C2(e) The teacher develops the timelines and procedures for implementation of the individualized educational plan  D2(a) The teacher demonstrates knowledge of data based approaches to instruction, including assessment, assistive technology, direct instruction, monitoring, and evaluation  D2(d) The teacher collects and analyzes instructional data for effectiveness of programs  D2(e) The teacher uses data to adapt and revise programs as necessary  D7(a)(ii) The teacher conducts functional behavior assessments  RDG D8(a) Foundations: the teacher understands the foundations of reading and language arts development  RDG 8(b) Assessment (reading)  RDG 8(d) Teacher designs comprehensive reading and writing instruction that results in students becoming proficient in the language arts content standards, benchmarks, and performance standards | U4  P1  ID4 |
| INITIAL 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities. (Instructional Pedagogy, Assessment) | C1(a) The teacher describes screening, referral, evaluation and eligibility procedures  C1(b) The teacher utilizes various types of assessment procedures, informal and non-standardized tests, norm-referenced and criterion referenced tests  C1(c) The teacher interprets and uses educational diagnostic evaluations, observations, vocational assessments, assessments from related services and information from necessary parties to develop the individualized education plans  D2(d) The teacher collects and analyzes instructional data for effectiveness of programs  D2(e) The teacher uses data to adapt and revise programs as necessary  D5(b) Personal and Professional Use of Technology  D7(a)(ii) The teacher conducts functional behavior assessments  D7(a)(iii) The teacher collaborates, develops, implements, and subsequently evaluates implemented behavior management programs | U4  P1, P4  ID5, ID6 |
| INITIAL 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. (Instructional Pedagogy, Instructional Planning and Strategies) | C2(d) The teacher develops appropriate annual goals and short term objectives/benchmarks  D1(a) The teacher discusses and applies knowledge of teaching the curricula that is aligned with Content Standards with Benchmarks  RDG 8(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components | U7  P1  ID4 |
| ADVANCED 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes) | Tier III-5(B) Integrates assessment data from multiple sources into instructional planning and improvement.  Tier III-6(B) Establishes and teaches effective and efficient routines.  Tier III-6(F) Minimizes distractions and interruptions.  Tier III-6(G) Develops a classroom management system that promotes acceptable and appropriate student behavior.  Tier III-7(F) Designs opportunities that require and reinforce student responsibility for learning. | U6  P2, P3  ID2, ID3, ID4, ID7 |
| ADVANCED 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes) | Tier III-8(C) Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives. | U6  ID2, ID6. ID7 |
| ADVANCED 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry. (Instructional Pedagogy, Research and Inquiry) | Tier III-3(B)nvolves students in establishing instructional direction and plans.  Tier III-5(C) Maintains documentation of student progress.  Tier III-8(A) Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.  Tier III-8(C) Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives. | U6. U7  P3  ID3, ID5. ID6. ID7 |
| INITIAL 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. (Professionalism & Collaboration, Professional Learning and Practice) | A1(a) The teacher explains and discusses models, theories, philosophies, and history that provide the basis for special education practice  A1(c) The teacher explains and discusses the procedural safeguards relating to educational services  3(d) The teacher describes current theories and research for education of exceptional students | U6, U7  P4  ID3 |
| ADVANCED 5.1 Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. (Professionalism & Collaboration, Leadership and Policy) | Tier III-6(C) Engages students in establishing expectations for building a learning community in the classroom.  Tier III-7(F) Designs opportunities that require and reinforce student responsibility for learning.  Tier III-7(H) Engages students in setting high standards for performance.  Tier III-9(A) Serves as a role model for collaborative working relations across the profession. | U6  P4  ID6, ID7 |
| ADVANCED 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Leadership and Policy) | Tier III-6(H) Identifies hazards, assesses risks and takes appropriate action.  Tier III-9(D) Engages parents and community members productively in the work of the school. | U6  P2  ID2 |
| ADVANCED 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. (Professionalism & Collaboration, Leadership and Policy) | Tier III-5(D) Develops a two-way system of communicating with students and families about student progress.  Tier III - 7(I) Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences. | ID2, ID5, ID6, ID7 |
| ADVANCED 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. (Professionalism & Collaboration, Leadership and Policy) | Tier III-6(C) Engages students in establishing expectations for building a learning community in the classroom.  TIer III-7(G) Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.  Tier III-9(C) Assists colleagues in the use of conflict resolution strategies.  Tier III-9(D) Engages parents and community members productively in the work of the school. | ID1, ID2, ID5, ID6, ID7 |
| **Secondary** | | |
| INITIAL 1.1: Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (Learner & Learning, Learner Development and Individual Learning Differences) | A1(a) The teacher explains and discusses models, theories, philosophies, and history that provide the basis for special education practice  A2(e) The teacher demonstrates knowledge of and sensitivity to cultural, social, environmental and ethnic dynamics in interpersonal and group interactions with students, parents, paraprofessionals and professionals  A3(b) The teacher identifies the cognitive, physical, cultural, social, emotional, and sensory needs of each exceptionalit  A3(c) The teacher discusses general characteristics, etiologies, and learning styles of each exceptionality  A3(d) The teacher describes current theories and research for education of exceptional students  B1(b) The teacher discusses the impact of soci-economic, cultural, and physiological aspects on human development  D6(a) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners  D6(c) The teacher is aware of and can apply current research findings regarding individual differences such as linguistic backgrounds, developmental levels, exceptionalities, and gender  D6(f) The teacher identifies and develops appropriate responses to differences among language learners  D6(g) The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity  RDG D8(a) Foundations: the teacher understands the foundations of reading and language arts development | U1, U2, U7  ID3 |
| INITIAL 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. (Instructional Pedagogy, Assessment) | C2(d) The teacher develops appropriate annual goals and short term objectives/benchmarks  D2(a) The teacher demonstrates knowledge of data based approaches to instruction, including assessment, assistive technology, direct instruction, monitoring, and evaluation  RDG 8(b) Assessment (reading) | U4  P3  ID4 |
| INITIAL 5.1 Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (Instructional Pedagogy, Instructional Planning and Strategies) | A4(a) The teacher describes rationale necessary to determine a child's least restrictive environment  A4(b) The teacher demonstrates knowledge of common service delivery options related to least restrictive environment  C2(a) The teacher identifies the procedural steps for the development and implementation of the individualized educational plan  C2(e) The teacher develops the timelines and procedures for implementation of the individualized educational plan D2(e) The teacher uses data to adapt and revise programs as necessary  D3(a) The teacher selects and matches instructional materials to the learning needs and styles of individual students  D3(b) The teacher evaluates commercial materials and technological products commonly used in special education programs  D3(c) The teacher selects appropriate materials for targeted curriculum classroom instruction  D5(c) Application of Technology to Support Teaching and Learning  D6(a) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners  D6(d) The teacher identifies stereotypes in curriculum materials and adapts instruction appropriately  D6(g) The teacher demonstrates sensitivity to New Mexico’s unique linguistic and cultural diversity  D7(b)(i) The teacher demonstrates skill in establishing a safe and appropriate environment  D7(b)(iii) The teacher implements adaptations that are appropriate for students with special needsRDG 8(c) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components | U1, U2  P1, P4  ID1 |
| ADVANCED 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. (Instructional Pedagogy, Programs, Services, and Outcomes) | Tier III-2(A) Designs and engages students in large group, small group, and independent work activities.  Tier III-2(B) Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.  Tier III-2(E) Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment. | U4, U6, U7  P3, P4  ID2, ID7 |
| ADVANCED 4.1 Special education specialists evaluate research and inquiry to identify effective practices. (Instructional Pedagogy, Research and Inquiry) | Tier III-2(B) Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.  Tier III-3(D) Presents directions and explanations in a variety of ways to insure student understanding.  Tier III-4(B) Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.  Tier III-4(C) Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.  Tier III-6(A) Integrates the teaching of constructive, pro-social behaviors into regular instruction.  Tier III-6(B) Establishes and teaches effective and efficient routines.  Tier III-8(B) Collaborates with colleagues in the research and design of improved instructional strategies. | U7  P3, P5  ID3, ID4 |
| ADVANCED 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. (Instructional Pedagogy, Research and Inquiry) | Tier III-2(C) Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.  Tier III-4(B) Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.  Tier III-4(C) Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs. | U6, U7  P3  ID3, ID4, ID6 |
| INITIAL 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice. (Professionalism & Collaboration, Professional Learning and Practice) | A1(b) The teacher explains and discusses current and historical state and national rules and regulations relating to special education practice  A1(c) The teacher explains and discusses the procedural safeguards relating to educational services  1(d) The teacher explains and discusses state and federal mandates for students with disabilities  2(c) The teacher demonstrates the ability to work with parents of exceptional children on issues and problems  D5(b) Personal and Professional Use of Technology  D5(c) Application of Technology to Support Teaching and Learning  D7(a)(i) The teacher implements disciplinary procedures consistent with state and federal rules and regulations | U6  ID7 |
| NITIAL 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities. (Professionalism & Collaboration, Professional Learning and Practice) | D5(b) Personal and Professional Use of Technology | U7  P5  ID3, ID4 |
| ADVANCED 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. (Professionalism & Collaboration, Leadership and Policy) | Tier III-5(D) Develops a two-way system of communicating with students and families about student progress. | U6  P4  ID2, ID7 |
| ADVANCED 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Collaboration) | Tier III-2(E) Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.  Tier III-8(B) Collaborates with colleagues in the research and design of improved instructional strategies.  Tier III-9(A) Serves as a role model for collaborative working relations across the profession.  Tier III-9(D) Engages parents and community members productively in the work of the school.  Tier III-9(E) Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters. | U6  P3  ID3, ID4, ID7 |
| ADVANCED 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities. (Professionalism & Collaboration, Collaboration) | Tier III-4(D) Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.  Tier III-8(A) Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.  Tier III-9(C) Assists colleagues in the use of conflict resolution strategies.  Tier III-9(E) Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters. | U6  ID2, ID6, ID7 |

a U1 - Human Growth and Development; U2 - Culture and Language; U3 - Content of the Disciplines; U4 – Pedagogy; U5 – Technology; U6 - Professional Issues; U7 - Nature of Knowledge

b P1 - Learner-Centered; P2 – Contextual; P3 – Coherent; P4 - Culturally Responsive; P5 - Technologically Current

c  ID1 – Caring; ID2 – Advocacy; ID3 – Inquisitiveness; ID4 - Reflection-in-Action; ID6 – Communication; ID7 – Collaboration; ID8 - Ethical Behavior