

**Rhode Island College  
Feinstein School of Education and Human Development  
Department of Special Education**

**Course: Special Education 503:  
Positive Behavior Interventions: Students with Disabilities**

**Course Information**

**Prerequisites: Special Education 310 and 312, or equivalents or permission of the instructor.**

**Catalog Description:**

**This Course is designed to enable teachers, school psychologists and social workers to apply positive behavioral interventions and supports. Strategies for conducting functional behavioral assessments and behavioral intervention plans will be explored and implemented. Issues of discipline based upon the Individual with Disabilities Education Act will be examined. A mentorship and team based problem-solving approach will be utilized to address practical issues faced by course participants.**

**Relationship to Professional Program**

**This course is an advanced graduate level course which is designed to extend and refine the knowledge and skill base presented initially during Special Education 310. Most course participants having at least some professional teaching experience. Some participants are already certified as special educators and have worked with children and/or youth who exhibit various behavioral deficits. This course is required of all students who are pursuing a Master's degree in Special Education with a concentration in Behavioral Disorders. The course is also designed for school psychologists, school social workers and guidance counselors who address the needs of students with emotional and behavioral issues with and without disabilities.**

**Relationship to the Knowledge Base and FSEHD**

**This course is predicated upon careful planning of behavioral interventions, whether these interventions are designed to prevent, manage in crisis or have long term impact upon behavioral difficulties. Emphasis is placed upon selecting interventions from constructive alternatives.**

**Ethical aspects of behavior change are examined prior to the implementation of an intervention. Intervention, once initiated, needs to be monitored "in process" from the perspective of consistency as well as effectiveness. Reflective analysis of pragmatic aspects of the intervention as well as ethical considerations follow implementation. An examination of issues pertinent to behavioral management and children and youth with behavioral disorders is included within this course.**

**Texts:**

**Crone, D.A. & Horner, R. H. (2003) Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment (Paperback), NY. Guilford Press.**

**Optional Text:**

**Kerr, M. and Nelson, C. (2002) Strategies for Addressing Behavior Problems in the Classroom. Ohio, Merrill-Prentice-Hall.**

**Course Objectives:**

- 1. Participants will demonstrate written knowledge of basic terminology pertaining to behavior modification. RIPTS 6; KNOWLEDGE: Domain Specific Knowledge**
- 2. Participants will demonstrate the ability to apply behavioral assessment and evaluation procedures. RIPTS 9; PRACTICE: Evidence-based Decision Making; Technology Use**
- 3. Participants will demonstrate the ability to apply procedures for increasing and decreasing behavior in an ethical manner. RIPTS 6; PRACTICE: Evidence-based Decision Making; Professionalism: Professional Awareness**
- 4. Participants will demonstrate the ability to utilize advanced behavior modification techniques such as token economies and contingency contracting. RIPTS 6; PRACTICE: Evidence-based Decision Making**
- 5. Participants will demonstrate the ability to increase self-control procedures of children with special needs. RIPTS 6; PRACTICE: Evidence-based Decision Making**
- 6. Participants will demonstrate effective communication procedures with parents and school personnel to modify behavior of children and youth with disabilities. RIPTS 7  
KNOWLEDGE: Professional Awareness**
- 7. Participants will demonstrate the ability to plan appropriate interventions to modify maladaptive behavior. RIPTS 6; PRACTICE: Evidence-based Decision Making**
- 8. Participants will demonstrate the ability to execute a program to increase (desired) behavior. RIPTS 6; PRACTICE: Evidence-based Decision Making**
- 9. Participants will demonstrate the ability to plan programs which are reflective of dimensions of cultural diversity. RIPTS 7; PRACTICE: Diversity of Practice**
- 10. Participants will demonstrate the ability to incorporate technological advances in the delivery of services to children and youth with disabilities. RIPTS 10; PRACTICE: Technology Use**

- 11. Participants will demonstrate the ability to design, implement and evaluate a functional behavior assessment with one or more students through classroom based research. RIPTS 6; PRACTICE: Evidence-Based Decision Making**
- 12. Participants will demonstrate the ability to systematically plan, implement and reflect upon various positive behavioral support systems designed to facilitate individual student's personal, social, and emotional development. RIPTS 6; PRACTICE: Evidence-Based Decision Making**
- 13. Participants will demonstrate the ability to use critical thinking skills in identifying target behaviors, selecting data collection procedures, utilizing academic and/or behavioral interventions, and evaluation procedures to meet individual or classroom needs of children and youth evidencing behavioral problems. RIPTS 5, 6, 8, 9; PRACTICE: Evidence-Based Decision Making**
- 14. Given the above objectives, participants will utilize research strategies and designs relevant to behavior management through the completion of course projects. RIPTS 5, 9; KNOWLEDGE: Domain-Specific, Information Literacy**

## SPED 503 Course Requirements

**Project I: Classroom or Individual Student Management** (Microsoft Tables will summarize all sections)

1. **Classroom Description:** The participant will describe the classroom setting. A classroom diagram, list of rules, and concise summary of student population (see above) will be provided. (PRACTICE: *Evidence-Based Decision Making*; CEC: 5)
2. **Problem Identification:** The participant will select group management problem. The problem will be defined clearly and concisely. Information which describes when and under what circumstances the problem occurs will be included. (PRACTICE: *Evidence-Based Decision Making*; CEC: 8)
3. **Previous Intervention:** The participant will list and strategies employed describe previous intervention strategies which have been utilized with limited success. (PRACTICE: *Evidence-Based Decision Making*; CEC: 4)
4. **Completion of a Functional Behavioral Assessment** (please see additional guidelines). (PRACTICE: *Evidence-Based Decision Making*; CEC: 8)
5. **New Intervention:** The participant will list and Strategies describe alternative intervention strategies to be implemented. Participants will provide a reference list. An application of a Positive Behavioral Intervention Support will be utilized. (PRACTICE: *Evidence-Based Decision Making*; CEC:4)
6. **Multi-cultural:** The participant will describe any adaptations in the intervention program warranted by the diversity of the class or individual student population. (PRACTICE: *Evidence-Based Decision Making*; CEC: 4)
7. **Evaluation Procedures:** The participant will outline, describe and illustrate evaluation procedures for new interventions. The evaluation process should include behavioral assessment procedures. Teacher and student rating forms, checklists or other more subjective procedures may be included. An Excel Worksheet and Chart are used to calculate and display baseline and intervention data. A research design (AB, ABA, ABAB or multiple baseline intervention is required. (PRACTICE: *Evidence-Based Decision Making, Technology Use*; CEC: 8)
8. **Ethical and/or Legal Considerations:** The participant will analyze legal and ethical issues raised by the new intervention strategies. (PRACTICE: *Evidence-Based Decision Making*; CEC: 9)

### **Project 2.0. RESEARCH IN BEHAVIOR ISSUES**

An Exploration of an Ethical, Legal or Research Issue Pertaining to School Discipline, Behavior Management, or the Referral, Assessment and Evaluation, Identification, or Treatment of

- 4.1 Issue Identification:** The participant will select an issue of special interest and describe the nature and scope of the issue. A brief history of the issue should be included. (KNOWLEDGE: *Domain Specific Knowledge*; CEC: 1)
- 4.2 Issue Analysis: Local Perspective:** The participant will describe varying perspectives within in the school or district with regard to the issue at hand. It may be appropriate to analyze the issue from the perspective of students, general education teachers, special education teachers, general and special education administrators, parents, school board members (KNOWLEDGE: *Domain Specific Knowledge*; CEC: 1)
- 4.3 Issue Analysis:** The participant will utilize State, Federal, and various sources to summarize Judicial Perspective the issue in terms of the State, Federal, and Judicial regulations, policies, and case law or other sources of research. (KNOWLEDGE: *Domain Specific Knowledge*; CEC: 1)
- 4.4 Conclusions:** The participant will weigh all available information and discuss conclusions and recommendations. (KNOWLEDGE: *Domain-Specific Knowledge* CEC: 9)

**Project II** will include a PowerPoint presentation based upon an issue relevant to the course. This project will include an issue relative to the education of children and youth with serious emotional disturbance or an issue pertaining to discipline of students with disabilities. (KNOWLEDGE: *Information Literacy*; CEC 5)

## Expectations

Class time is divided into presentation, small and large group discussion, research teamwork and presentations. Students are expected to actively participate in each of the aforementioned discussions and activities. During the majority of classes, participants will be given time to work with one or more participants to share problems, propose potential interventions and evaluation procedures. This is an advanced graduate course. A professional helping other professionals is a positive expectation. We will work collaboratively to assist one another to address challenges.

## PERFORMANCE ASSESSMENTS:

Performance	Course Outcomes	RIPTS	CEC Standards	Advanced Competencies
Classroom/Student Management Project	1,6,7,10,11	5-10	4, 5, 8, 9	Practice: Evidence-Based Decision Making, Technology Use
Research in Behavior Issues	1,3,4,5	5-10	1, 5, 9	Knowledge: Domain Specific, Information Literacy
Participation	1-14	5-10	1, 4, 5, 8, 9	Knowledge: Domain Specific, Information Literacy

## Course Evaluation

Grades will be based upon the following criteria:

Participation:	10%
First Project:	50%
<u>Second Project:</u>	<u>40%</u>
Total Grade:	100%

A project rating form will be used for evaluation. Partially or fully completed projects may be submitted three classes prior to the due date for feedback from the instructor. Projects must be submitted on their respective due dates. For each day a project is submitted past its assigned due date, one-half an academic grade will be deducted (A+ lowered to an A, A lowered to an A-, etc.) All projects will be typewritten, double spaced. Projects will demonstrate a high degree of technical skill (carefully proofread for punctuation, capitalization, spelling, grammatical adequacy, etc.)

## References

Apter, S.J., & Conoley, J.C. (1984). *Childhood behavior disorders and emotional disturbance*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. ((1973) Social learning theory of aggression. In J. Knutson (Ed.), *The control of aggression: Implications from basic research*. Chicago: Aldine.

Bower, E.M., (1960). *Early identification of emotionally handicapped children in school*.

Springfield, Il: Charles C. Thomas.

Bloom, R.D. The reality rub-in interview with emotionally disturbed adolescents. *The Pointer*, 25 (2), 22-25.

Camp, B. (1977) Verbal mediation in young aggressive boys. *Journal of Abnormal Psychology*, 86, 145-153.

Cloward, R. & Ohlin, I.E. (1960) *Delinquency and opportunity*, Glencoe, Il.: The Free Press.

Cohen, A. (1955) *Delinquent boys*. Glencoe, Il.: The Free Press.

Cullinan, D. Epstein, M.H. & Lloyd, J.W. (1983) *Behavior disorders of children and adolescents*. Englewood Cliffs, NJ: Prentice-Hall.

DeMagistris, R., and Imber, S.C. The effects of the life space interview on academic and social performance of behaviorally disordered secondary students. *Behavioral Disorders*. November, 1979, pp.

Fagan, S.A. Conducting an LSI: A process model *The Pointer*, 25 (2), 9-11.

Ginott, H. *Teacher and Child*. New York: Macmillan Co., 1972. (Chapters 4, 6, 10)

Glasser, W. *Reality Therapy*. Perrenial Publishers, 1975 (paperback), Chapters 1, 2, 6, (available in packets).

Glasser, W. *Schools Without Failure*. PerrenialPublishers (selected chapters assigned by instructor).

Glasser, W. A new look at discipline. *Learning*, 1974, 3, 4, 6-11.

Heuchert, C.M. Gold starts to cover up dark fears. *The Pointer*, 25 (2), 42-44.

Hobbs, N. (1966) Helping disabled children: Ecological and psychological strategies. *American Psychologist*, 2, 1105-1115.

Hewett, F. (1968) *The emotionally disturbed child in the classroom*. Boston: Allyn & Bacon.

Hewett, F.& Taylor, F. (1980) *The emotionally disturbed child in the classroom: The orchestration of success*, 2nd ed. Boston: Allyn & Bacon.

Kauffman, J.M. (1989) *Characteristics of behavior disorders of children and youth*, 4th ed. Columbus, OH: Merrill.

Kerr, M.M. & Nelson, C.M. (1989) *Strategies for managing behavior problems in the classroom*. 2nd ed. Columbus, OH: Merrill.

Long, N.J.. A reality rub-in interview with Ricky. *The Pointer*, 25 (2), 20-21.

- Long, N.J. Manipulation of boundary bodies. *The Pointer*, 25 (2), 34-36.
- Long, N.J. and Newman, R. Managing surface behavior of children in school. In Long, Morse, and Newman, pp. 352-362.
- Marandola, P. and Imber, S.C. Glasser's classroom meetings: a humanistic approach to behavior change with pre-adolescent inner city learning disabled children *Journal of Learning Disabilities*, 1979, 12, 383-387.
- Meichenbaum, D. (1980) Cognitive behavior modification: A promise yet unfulfilled. *Exceptional Education Quarterly*, 1, 83-88.
- Morgan, R.M. Group life space interviewing: opportunities beyond problem solving. *The Pointer*, 25 (2), 37-41).
- Paul, J.L., & Epanchin, B.L.. (1982) *Emotional disturbance in children*. Columbus, OH: MerrillQuay, H.C. (1979) Classification in H.C. Quay & J.S. Werry(Eds.) *Psychological disorders in childhood*, 2nd ed. (pp. 1-42). New York: Wiley.
- Redl, F. The life space interview. *American Journal of Orthopsychiatry*. 29: 1-18, 1959.
- Redl, F. The concept of punishment. In *Conflict in the Classroom*. Long, Morse, and Newman (eds.), pp. 345-352.
- Redl, F. Milieu therapy. In Long, Morse, and Newman, pp. 217-226
- Redl, F. Clinical speculation in the concept of improvement. In Long, Morse, and Newman, pp. 502-515.
- Redl, F. & Wineman, D. (1957) *The aggressive child*. New York: Free Press.
- Rosenberg, M.S., Wilson, R., Maheady, L, and Sindelar, P.T. (1997) *Educating Students with Behavior Disorders*. Boston: Allyn and Bacon.
- Walker, H.M. McConell, S.R. Holmes D., Todis, B. Walker, J. & Golden, N. (1983) . *ACCEPTS: A Children's Curriculum for Effective Peer and Teacher Skills*. Austin: Pro-Ed.

## **Additional Sources of Information**

Behavioral Disorders

Educational Resource Information System (ERIC)

(Accessible through Adams Library by computer terminal)

Exceptional Children

Individual with Disabilities Education law Reporter (IDELR) LRP

Internet Resources (e.g. AOL)

Journal of Applied Behavioral Analysis

Journal of Emotional and Behavioral Disorders

Journal of Learning Disabilities

Journal of Special Education

Psych Abstracts (Accessible through Adams Library by computer terminal)

Special Education Law on CD-Rom (LRP)

The Pointer

The Special Educator (LRP)

Inclusion (LRP)

CEC Assessment #2: Content Based Assessment

**Classroom/Student Management Project Rubric**

**Rhode Island Beginning Teacher Standard # 6**

**CEC Standards 4, 5, 8**

<b>Steps to the FBA</b>	<b>UNACCEPTABLE 0-1 Point</b>	<b>DEVELOPING 1-2 Points</b>	<b>ACCEPTABLE 2-3 Points</b>	<b>TARGET 3-4 Points</b>
<b>1. Classroom Description</b> (RIPTS 6; CEC#5: ICC5K1-2)	The classroom description has been omitted	There is a brief description of the classroom. Elements of the classroom have been omitted.	There is a clear description of the classroom including a classroom diagram, list of rules and a concise summary of student population.	There is a clear description of the classroom including a classroom diagram, list of rules and a concise summary of student population. The description is presented in detail.
<b>2. Identify &amp; Define a Target Behavior</b> (RIPTS 6; CEC#8: ICC8K3; IGC8S1)	Behavior selected but no operational definition is included	Behavior selected. Operational definition but not defined in clear, measurable terms.	Behavior selected and defined in clear, measurable terms.	Behavior selected and is very clearly defined in clear, observable terms. At least two examples of the behavior are provided.
<b>3. Previous Interventions</b> (RIPTS 6; CEC#4:ICC4K1; ICC4S2-3)	Discussion of previous interventions has been omitted.	There is a brief discussion of previous interventions. The description lacks clarity.	There is a clear discussion of previous interventions. An outline format is included.	There is a detailed description of previous interventions. An outline format is included.
<b>4. Develop Plan</b> (for gathering the data: Include the steps of the FBA) (RIPTS 6; CEC#8: ICC8K3; IGC8S1) (CEC#5: IGC5K2; ICC5S5)	No plan is for data gathering has been included.	A plan is incomplete. The FBA forms from the CD program utilized in class have not been included.	A plan is included but is missing a key component. The FBA documents from the CD program utilized in class have been included.	A complete plan for gathering the data has been provided. The FBA documents from the CD program utilized in class have been included.

Steps to the FBA	UNACCEPTABLE 0-1 Point	DEVELOPING 1-2 Points	ACCEPTABLE 2-3 Points	TARGET 3-4 Points
<p><b>5. Summarize your Data</b> (e.g. Quantitative and Qualitative terms; <i>utilize an ExcelTable for summarizing</i> Quantitative data and graphing the results). Follow the format for graphing utilized in the Excel workshop.</p> <p>(RIPTS 9; CEC#8: ICC8K3; IGC8S1)</p>	<p>The data are not summarized.</p> <p>Excel data has <b>not</b> been submitted electronically.</p>	<p>The data have been summarized briefly.</p> <p>No <i>Excel tables</i> or graphs have been included.</p>	<p>The data have been summarized sufficiently to determine the magnitude of the behavior.</p> <p><i>Excel tables</i> and graphs have been included.</p> <p>Excel formulae have been utilized accurately.</p>	<p>The data have been summarized thoroughly in words based upon all data.</p> <p><i>Excel tables</i> and graphs have been included.</p> <p>Anecdotal notes FOR ANTECEDENT AND CONSEQUENT EVENTS have been included.</p>
<p><b>6. Identify, competing hypotheses</b> (about what functional the behavior serves). (RIPTS 9; CEC#8: ICC8K3; IGC8S1)</p>	<p>No competing hypotheses have been presented based upon the data.</p>	<p>One or two completing hypotheses have been presented based upon the data.</p>	<p>Three or four hypotheses have been presented based upon the data.</p>	<p>Five or six hypotheses have been presented based upon the data.</p>
<p><b>7. Identify most compelling hypothesis or hypotheses</b> for the function that the behavior serves and support your conclusions based upon your data. (CEC 8: ICC8K3; IGC8S1)</p>	<p>No hypothesis has been presented.</p>	<p>One hypothesis has been presented but is not supported by the data.</p>	<p>One compelling hypothesis has been selected. The hypothesis is supported by the data.</p>	<p>One or two compelling hypotheses has have been selected. The hypothesis(es) is supported by the data. The hypothesis provides a “good fit”. That is, the hypothesis or hypotheses makes sense based upon the data.</p>

Steps to the FBA	UNACCEPTABLE 0-1 Point	DEVELOPING 1-2 Points	ACCEPTABLE 2-3 Points	TARGET 3-4 Points
<p><b>8. Describe New Intervention Plan</b> consistent with procedures described in the text. Additional resources can be utilized if referenced properly.</p> <p>(CEC#4: ICC4K1, ICC4S3)</p>	<p>No new intervention plan is described.</p>	<p>An intervention plan is described, but the plan does not include methods to increase and decrease behavior. No clear positive behavioral support program has been summarized.</p>	<p>An intervention plan incorporating strategies to increase as well as decrease behaviors has been included. A clear and specific positive behavior support plan is summarized.</p>	<p>An intervention plan incorporating strategies to increase as well as decrease behaviors has been included. A clear and specific positive behavior support plan is summarized. <b>At least two additional resources have been used and referenced (APA style).</b></p>
<p><b>9. Identify Multi-cultural Issues</b></p> <p>(CEC#5: ICC5K7)</p>	<p>Discussion of multicultural issues and program adaptations has been omitted.</p>	<p>A brief discussion of multicultural issues has been included; however, no adaptations in planning and/or implementation have been made in the PBSP.</p>	<p>A thorough identification of multicultural issues has been included. Adaptations have been made to the PBSP based upon discussion of multicultural issues.</p> <p><b>This discussion is</b></p>	<p>A thorough identification of multicultural issues has been included. Adaptations have been made to the PBSP based upon discussion of multicultural issues. . <b>At least two additional resources pertaining to multicultural issues or</b></p>
<p><b>10. Ethical and/or Legal Issues</b> (CEC#9: ICC9S4, IGC9S2)</p>	<p>Discussion pertaining to ethical and/or legal issues has been omitted.</p>	<p>A brief discussion pertaining to ethical and/or legal issues has been included.</p>	<p>A thorough discussion pertaining to ethical and/or legal issues has been included.</p> <p><b>This discussion is related directly to your intervention.</b></p>	<p>A thorough discussion pertaining to ethical and/or legal issues has been included. <b>At least two additional resources pertaining to ethical and/or legal issues have been used and referenced</b></p>

Name: \_\_\_\_\_

1<sup>st</sup> draft: \_\_\_\_\_

2<sup>nd</sup> draft: \_\_\_\_\_

Overall Rating:  Unacceptable  
(69 and below)

Developing  
(70-79%)

Acceptable

Target

(80-93%)

(94-100%)