Mayville State University

SPED 530, Behavioral Strategies for Students with Disabilities

Spring 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information: carly.theis@mayvillestate.edu, ED 116^E, (701)788-4821

Hours of Availability: M-F 8:00 am- 4:00 pm

Instruction Mode: online asynchronous

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom Link

Course Materials and Technologies

Required

Chandler, L. K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings* (4th). Pearson.
*Book choice on behavioral intervention strategies- refer to course shell

Course Description

Course content of theory, conceptual approaches, and practice in the application of operant and classical conditioning procedures to children, youth and adults in applied settings allow course participants to develop skills in the application behavior modification & management to various forms of behavioral, psychological, and social-emotional development. Students will research, design, implement and evaluate an effective behavior modification used in the classroom to change an individual's behavior. Students will learn principles, procedures, and practical how-to skills such as observing and recording behavior; recognizing instances of reinforcement, extinction and punishment and their likely long-term effects; and design, implement and evaluate behavioral programs.

Pre-/Co-requisites: SPED 384 Pre-/Co-requisites are required.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by ND ESPB:

1. **Understand Theoretical Foundations (ACEC 1)**: Students will demonstrate an understanding of the theory and conceptual approaches underlying operant and classical conditioning procedures.

2. **Develop Practical Skills (ACEC 6)**: Students will acquire practical skills in observing and recording behavior, recognizing instances of reinforcement, extinction, and punishment, and understanding their long-term effects.

3. **Apply Behavior Modification Techniques (ACEC 3)**: Students will research, design, implement, and evaluate effective behavior modification programs to change individuals' behavior in classroom settings.

4. **Enhance Behavioral Management (ACEC 2, 6)**: Students will develop and apply behavior modification and management techniques to address various forms of behavioral, psychological, and social-emotional development.

5. **Evaluate Behavioral Programs (ACEC 4)**: Students will critically evaluate the effectiveness of behavioral programs they design and implement, making necessary adjustments to improve outcomes.

6. **Integrate Theory and Practice (ACEC 1, CAEP A.1.1)**: Students will integrate theoretical knowledge with practical application, enhancing their ability to apply behavior modification techniques in real-world settings.

Advanced Council for Exceptional Children (ACEC)

- CEC 1.0: Assessment-The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.
- CEC 3.0: Programs, Services, and Outcomes-The program requires special education specialists to facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- CEC 4.0: Research and Inquiry-The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.
- CEC 6.0: Professional and Ethical Practice-The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Advanced CAEP Standards

A.1.1. Candidate Knowledge, Skills, and Professional Dispositions Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, carly.theis@mayvillstate.edu. The instructor usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number: (701)778-4821. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.

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- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**

- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.

- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.

- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.

- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

- **Read the syllabus in its entirety**. Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.

- **Actively participate in discussions and activities**. This is required for successfully completing this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.

- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Student preparation for class is not only important to meet the learning objectives for the course, but more importantly, for their use of concepts/content in their future professional application.

- **Online Posting**: Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research or other pertinent course information. *Use appropriate citation and reference* formatting when referring to any resources. **Reference to your readings is expected**. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.

- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address as this is designated as the official communication method for the university.

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- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.

- **Adhere to the code of student conduct found in the MaSU Student Handbook**: http://www.mayvillestate.edu/about-msu/more- info/reports-policies/. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.**

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: http://owl.english.purdue.edu/owl/resource/560/01.

- **Disability Support Services**. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.

- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates and participate in all aspects of this course in a professional manner.

Assignments and Assessments

Class Assignments: (20 points)
Due: Various Dates
There will be a number of reading guides, graphic organizers, instructional examples and study guides to complete. The focus of our assignments is the interpretation and synthesis of materials as well as the completion of an FBA. We will explore different dimensions of issues and ideas. These assignments will be checked for completion at the end of each week. All assignments build on each other and work towards the end of the semester Functional Behavioral Assessment with a Behavior Intervention Plan that will be written. It is critical that students take the time to understand the material and interact with the discussion boards.

Functional Behavioral Assessment: (30 points)
Due: April 25th

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Students will conduct a functional behavioral assessment on a case study student. Information will be provided through course materials and a rubric will be provided for students to review and implement during their observations. We will explore different methods of recording behavioral observations and will reference an ABC analysis. A written functional behavioral assessment will be required using the necessary components outlined in Tienet.

Behavior Intervention Plan: (30 points)

Due: May 2nd

Students will use the functional behavioral assessment they conducted to create a behavior intervention plan for their case study student. Example behavior intervention plans will be available for students to review. The intervention plan will meet the needs of their individual case study student with all student profile information included. This plan will be included in Tienet and uploaded to the Blackboard course shell. A detailed assignment sheet will be provided.

Behavioral Strategies Presentation: (20 points)

Due: May 9th

You choose a book that is based on a behavioral intervention strategy (eg. Restorative Justice, PBIS, Capturing Kids Hearts, etc.). Summarize the findings of the book. Describe the relevance of this information to your understanding of supporting students with behavioral intervention needs. In your presentation, you must include, the title of your book, why you chose it, if you've seen it in action, pros, and cons, what supports would need to be in place to have it run smoothly in your school, who would need to be on board to implement the strategy, and steps you'd have to take to get it started. Is it a school-wide behavior support system or something you'd use in your classroom? This presentation should include a visual and should be between 5-10 minutes. You must respond to at least 2 classmates' presentations. All students are encouraged to watch every single presentation to find new ideas and topics of interest for their classrooms.

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Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.

- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment will no longer be accepted.

- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.

- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time.

- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

Attendance/Participation Policies

Participation in all course activities, assignments, discussion posts and responses, quizzes, and exams are required to earn a grade of C or above.

Grading Scale

100-94%=A   93-87%=B   86-80%=C   79-70%=D   69-0%=F

A: 100-94 pts.   B: 93-87 pts.   C: 86-80 pts.   D 79-70 pts.   F < 69 pts

Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Class Assignments	8	20	20
Functional Behavioral Assessment	1	30	30
Behavior Intervention Plan	1	30	30
Behavior Strategies/Programs Book Presentation	1	20	20

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Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Instructional Strategies

Discussion Forums
Presentations
Reflective Writing
Research

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Week	Topics	Weekly Assignment Due Dates
#1	Importance of Identifying and Addressing Challenging Behaviors and Identifying why Challenging Behaviors Occur Assumptions and Goals of Functional Assessment Behavioral Programs- Student Choice	March 21st

#2	Assessing the Current Environment Identifying the Function of Challenging and Appropriate Behaviors	March 28th
#3	Selecting Setting Event, Antecedent, and Consequence Strategies and Appropriate Replacement Behaviors Behavioral Programs- Student Choice	April 4th
#4	Intervention Strategies Related to Positive Reinforcement Function Intervention Strategies Related to Negative Reinforcement Function	April 11th
#5	General Intervention Strategies Related to Sensory Regulation/Sensory Stimulation Functions Specific Intervention Strategies Related to Increase and Decrease in Sensory Regulations/Sensory Stimulation Functions	April 18th
#6	Strategies to Promote Generalization and Maintenance of Behavior and to Prevent the Development of Recurrence of Behavior Guidelines for Program Implementation and Consultation Functional Behavioral Assessment Due	April 25th
#7	BIP Due	May 2nd
#8	Behavioral Strategy Presentation	May 9th

References / Bibliography

Council of Chief State School Officers. (2013). Interstate teacher assessment and support consortium InTASC: *Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development*. Washington, DC: Author.

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from http://www.mayvillestate.edu/about-msu/more-info/reports-policies/.

Shepard, T. (2009). *Working with students with emotional and behavior disorders: Characteristics and teaching strategies*. Upper Saddle River, NJ: Pearson.

North Dakota Department of Public Instruction. (2007). *Guidelines: Resources for working with children, youth and young adults with emotional disturbance in North Dakota*. Bismarck, ND: Author.