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List of Professional Organizations <u>Council for Exceptional Children (CEC)</u> American Psychological Association (APA)

II. COURSE GOALS & STUDENT LEARNING OUTCOMES

1. Research -based practices

Goal: Discuss current research on Social/emotional development, assessment, and intervention for children and adolescents with challenging behaviors.

Student Learning Outcomes:

- 1.1 Relate the theories of development to practical strategies and methodologies for assessment and interventions that are sensitive to cultural, ethnic, and language, and learning differences.
- 1.2 Compare theoretical perspectives of child development.

1.3 Critique research articles in social/emotional development, assessment, and interventions.

2. Social/emotional development

Goal: Present information regarding the impact of biological and environmental factors in social/emotional development

Student Learning Outcomes:

2.1 Identify and examine the critical characteristics of normal social/emotional development from birth through adolescence.

2.2 Identify environmental risk factors and predict the effect these factors may have on social/emotional development.

3. Assessment

Goal: Present information on how to conduct a functional behavioral assessment.

Student Learning Outcomes:

3.1 Implement a variety of valid observational and anecdotal strategies to assess challenging student behavior(s).

3.2 Collaborate with parents, teachers, and others in the assessment process.

3.3 Summarize assessment data into an evidence-based hypothesis as to the perceived function of the behavior(s).

3.4 conduct ongoing assessment of the effect of behavior intervention plans.

4. Intervention

Goal: Explain the development of positive behavior intervention plans.

Student Learning Outcomes:

4.1 Utilize assessment data to develop behavior intervention plans.

4.2 collaborate with parents, teachers, and others in the development and management of a behavior intervention plan.

4.3 Prescribe both antecedent and consequence modifications and accommodations as part of a behavior intervention plan.

4.4 develop classroom-based management plans.

Technology Focus

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

III. INSTRUCTIONAL METHODS

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

IV. COURSE POLICIES

Attendance and Class Participation

Students are expected to participate on time via audio conferences for all cl

responsible for getting information \underline{and} completing an independent research

1. Research Presentation (60 Points)

Candidates will conduct a brief review of research on a selected topic, write a 4-5 page overview of the selected topic, then present research to the class.

2. Functional Behavioral Assessment and behavior Support plan (150 points)

Candidates will conduct a functional behavioral assessment (FBA) on a selected student, followed by the development of a behavior support plan (BSP)

3. Field Experience Journal (75 Points)

You are required to complete a 15-hour (NO exceptions) field experience in a school's special education setting. Your placement will be coordinated with the Director of Field Experiences, Patt Caldwell. The field experience will be completed over no less than ten weeks and must consist of one session a week lasting from 1 to 1 1/2 hours. You will keep a journal while engaged in this experience and turn it in weekly to the instructor.

When you first contact your cooperating teacher, discuss how you can be can be involved while in the classroom. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal. Record the day you initially contacted your cooperating teacher and ask him/her to sign it the first day you visit the class. Use the attached time sheet to record the dates/times you are in your classroom. Ask the cooperating teacher to initial after every visit.

While you are observing in class, give the students and activities your full attention. Do not write in your journal while there. Do your journal entries after you have left the classroom. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Turn in your journal every Thursday before class. It will be returned to you the following Tuesday.

Avoid focusing on only on student or learning need. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with	
whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

4. Reflective Paper (50 Points)

As a reflective learner and practitioner, you are expected to give thought to class content, readings, experiences, etc. You will write a three to four page paper summarizing what you have learned from the field experience and class content, describes your reaction to the experience and explains what impact it has had on your commitment to make education your future career. It will be double spaced with size 12-point font. It will have a cover page and be a final paper with no "redo" accepted.

Complete and attach the Scoring Sheet for Reflective Paper. Include a brief rationale for your score.

Scoring Sheet for Reflective Paper

Name: _____

Student's Score

Writing Rubric (rubric score x 4)

Score	Criteria
	Organization flawless and clear
4	Each paragraph outstandingly coherent
	Only minor errors in spelling, grammar and/or usage
	Organization clear
3	Most paragraphs well done; one or two lack unity
	A few errors in spelling, grammar and/or usage
	Organization is usually clear
	Most paragraphs well done; three or more lack unity
2	Some awkward formations and run-on or fragment sentences
	Several errors in spelling, grammar and/or usage
	Organization is unclear
	Incomplete paragraphs, no unity or coherence
1	Many awkward formations and run-on or fragment sentences
	Frequent errors in spelling, grammar and/or usage

Instructor's Score

Content Rubric (rubric score x 5)

Score	Criteria
4	Summary of experience vivid and informative
	Reaction to experience is thoroughly described
	Class content and additional information referenced as an integral part of the paper
	Language and terminology used appropriately/consistently
3	Summary of experience clear with sufficient detail
	Reaction to experience adequately described
	Connection between class content and assignment included
	Language and terminology used appropriately/consistently
2	A part of the assignment is neglected
	Assignment lacks detail and thoughtful consideration
	Connection between class content and assignment minimal
	Language and terminology are appropriately used
1	Many parts of assignment minimally addressed
	Many inaccuracies
	Connection to class content not present
	Language and terminology used inaccurately
ationale	for score (3 pt)

Rationale for score (3 pt) Double-spaced and size 12 print (1 pt)

Cover page (1 pt)

Log completed and attached (4 pts)

Thank-you note and addressed, stamped envelope is attached (5 pts)

Total Score (50 Possible)

Name:			
School:			

Time Sheet / Log for Field Experience

Date	Time In / Time Out	Cooperating Teacher's Signature		

Assessment Criteria: To successfully complete the course and to maximize participation, student are expected to meet certain minimum expectations: Complete required readings Participate in individual/group activities as required Complete all assigned activities/exercises.

Evaluation is based on a percentage of the total class points listed using the following grading system.

Research Presentation (60 Points) Functional Behavioral Assessment a

5	Replacement behaviors: antecedents, setting events, consequences	Read Chap. 7 & 8	Discussion Board 3
6	Intervention strategies		
7	Research presentations	Read Chap. 9 & 10	Discussion Board 4 Research Paper Due
8	Intervention strategies		Discussion Board 5
9	Intervention strategies	Read Chap. 11	Discussion Board 6
10	Generalization and maintenance of behaviors, social skills	Read Chap. 12	
11	Program implementation and consultation		Discussion Board 7
12	Crisis intervention, program evaluation/modification		
13	TBA Guest speaker		Discussion Board 8
14	FBA presentations		FBA Due
15	FBA presentations		Field work journals and Reflective paper due