

RECEIVED

MAR 31 2016

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 1/28/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Justin Lane

Email: justin.lane@uky.edu

Phone: 859-257-3889

Responsible Faculty ID (if different from Contact)

Name: Allan Allday

Email: allan.allday@uky.edu

Phone: 859-257-0722

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: EDS 605

2c. Full Title: Practical Applications of Applied Behavior Analysis

2d. Transcript Title: Practical Appl ABA

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** In this course students will expand their understanding of Applied Behavior Analysis (ABA) by learning how to design and evaluate behaviorally based programs that address academic (e.g., learning to learn), adaptive (e.g., self-care), communication (e.g., naturalistic strategies; verbal behavior), social (e.g., initiations), and other related skills (e.g., imitation; self-management) in persons with or at-risk for disabilities and provide training and feedback when working with families and professionals. In addition, students will receive training on writing and modifying behavior intervention plans, with an emphasis on conducting functional analyses.

2k. **Prerequisites, if any:** EDS 601 (or equivalent); EDS 630 recommended

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 10

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: Master's in Applied Behavior Analysis

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. **The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached:** Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MEB|Margaret Bausch|EDS 605 NEW Dept Review|20160111

SIGNATURE|MYRT|Martha L. Geoghegan|EDS 605 NEW College Review|20160303

SIGNATURE|ZNNIKOQ|Roshan N Nikou|EDS 605 NEW Graduate Council Review|20160331

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

| ID | Attachment |
|--------------|----------------------|
| Delete: 6161 | EDS 605 Syllabus.pdf |

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

| | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ⁴ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

In this course students will expand their understanding of Applied Behavior Analysis (ABA) by learning how to design and evaluate behaviorally based programs that address academic (e.g., learning to learn), adaptive (e.g., self-care), communication (e.g., naturalistic strategies; verbal behavior), social (e.g., initiations), and other related skills (e.g., imitation; self-management) in persons with or at-risk for disabilities and provide training and feedback when working with families and professionals. In addition, students will receive training on writing and modifying behavior intervention plans, with an emphasis on conducting functional analyses.

k. Prerequisites, if any:

EDS 601 (or equivalent); EDS 630 recommended

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵for ANY program? Yes No

If YES ⁵, list affected programs:

Master's in Applied Behavior Analysis

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

EDS 605
Advanced Applied Behavior Analysis: Program Planning and Implementation
Syllabus, Fall 2016
Time: TBD
Location: TBD

“Research and Reflection for Learning and Leading”

| | |
|--|---|
| Instructors | Justin D. Lane Ph.D., BCBA-D |
| Office Location | 220 Taylor Education Building |
| Phone Number | 859-257-3889 |
| Email | justin.lane@uky.edu |
| Virtual & Face-to-Face Office Hours | By Appointment Only |
| Technological Requirements | Computer with internet access or access to UK computer facilities. |
| For Technological assistance | -Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 -Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Technical Complaints | Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Preferred method for contacting instructor | E-mail |
| Anticipated Response Time | Within 48 hours |
| Face-to-Face Librarian | Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977 |
| Face-to-Face Interlibrary Loan Service | http://libguides.uky.edu/educ |
| Course Website | N/A |

Course Description

In this course students will expand their understanding of Applied Behavior Analysis (ABA) by learning how to design and evaluate behaviorally based programs that address academic (e.g., learning to learn), adaptive (e.g., self-care), communication (e.g., naturalistic strategies; verbal behavior), social (e.g., initiations), and other related skills (e.g., imitation; self-management) in persons with or at-risk for disabilities and provide training and feedback when working with families and professionals. In addition, students will receive training on writing and modifying behavior intervention plans, with an emphasis on conducting functional analyses.

Prerequisite

EDS 601 (or equivalent); EDS 630 recommended

UK College of Education Professional Themes

This course will address three themes of the College of Education’s conceptual framework: *research*, *learning*, and *leading*. Graduate students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in

P-12 school and university classrooms. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these three themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

| Learning Target/Outcome | Assessment (Formative/Summative) |
|--|--|
| 1. Describe a family-centered approach to service delivery in the context of home-based services. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 2. Describe strategies for working with families and professionals when providing consultation and training to implement behavior change programs. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 3. Apply behavior principles when designing individualized program plans for learners with or at-risk for a disability at home, community, and school. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 4. Describe how to conduct and interpret the results of a functional analysis for determining the function(s) of challenging behavior. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Midterm & Final Examination |
| 5. Design, conduct, and interpret the results of a functional analysis when determining the function(s) of challenging behavior. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study, functional analysis training Summative: Midterm & Final Examination |
| 6. Describe the process for determining specific forms of communication to target in persons who display language delays. | Formative: Course readings, class discussions, in-class activities Summative: Program Plan, Midterm & Final Examination |
| 7. Describe how to plan for and implement strategies for increasing expressive communication (verbal or non-verbal modes of communication) in persons who display language delays. | Formative: Course readings, class discussions, in-class activities Summative: Program Plan, Midterm & Final Examination |
| 8. Describe how to plan for and implement strategies for increasing dressing skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |

| | |
|--|--|
| 9. Describe how to plan for and implement strategies for increasing feeding skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 10. Describe how to plan for and implement strategies for increasing toileting skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 11. Describe how to plan for and implement strategies that promote learning-to-learn for purposes of benefiting from academic and related instruction in school. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 12. Describe strategies for training teachers and related professionals to maximize the efficiency of instruction (e.g., observational learning; incidental learning). | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 13. Describe strategies for training teachers to promote on-task engagement for purposes of maximizing access to instruction across environments. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 14. Describe how to promote meaningful inclusion for a student who's IEP includes instructional time in the general education setting. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 15. Describe the process for determining specific social skills to target in persons who display social delays or deficits. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 16. Describe how to plan for and implement strategies that promote social skills in persons who display social delays or deficits during structured and unstructured activities. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 17. Describe how to plan for and implement strategies that promote independence using self-monitoring and related management strategies. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 18. Describe how to plan for and implement strategies that promote recreation and leisure skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 19. Write detailed program plans that include objectives and procedures for increasing functional skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 20. Implement, monitor, adapt, and interpret findings from behavior-change programs implemented with persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |

Course Delivery

This course is designed as a face-to-face course.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Other Required Readings

- Barton, E. E., Chen, C., Pribble, L., Pomes, M., & Kim, Y. (2013). Coaching pre-service teacher to teach play skill to children with disabilities. *Teacher Education and Special Education, 36*, 330-349. doi:10.1177/0888406413505113
- Barton, E. E. & Fetting, A. (2013). Parent-implemented interventions for young children with disabilities: A review of fidelity features. *Journal of Early Intervention, 35*, 194-219.
- Dunst, C. J. (2012, February). Framework for conceptualizing the relationship between evidence-based implementation and intervention practices. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Easton, J. E. & Erchul, W. P. (2011). An exploration of teacher acceptability of treatment plan implementation: Monitoring and feedback methods. *Journal of Educational and Psychological Consultation, 21*, 56-77.
- Erchul, W. P. & Martens, B. K. (2010). Bases of an integrated model of school consultation, in W. P. Erchul & B. K. Martens, *School consultation: Conceptual and empirical bases of practice (pp.91-103)*. doi:10.1007/978-1-4419-5747-4_5
- Fisher, W., Piazza, C. C., & Roane, H. (2011). *Handbook of applied behavior analysis*, New York, NY: Guilford.
- Ford, A., Schnorr, R., Meyer, L., Davern, L, Black, J., & Dempsey, P. (Eds.). (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD; Brookes.
- Ganz, J. B., Hong, E. R., & Goodwyn, F. D. (2013). Effectiveness of PECS Phase III app and choice between the app and traditional PECS among preschoolers with ASD. *Research in Autism Spectrum Disorders, 7*, 973-983.
- Kroeger, K. & Sorensen, R. (2010). A parent training model for toilet training children with autism. *Journal of Intellectual Disability Research, 54*, 556-567.
- LeBlanc, L. A., Esch, J., Sidener, T. M., & Firth, A. M. (2006). Behavioral language interventions for children with autism: Comparing applied verbal behavior and naturalistic teaching approaches. *The Analysis of Verbal Behavior, 22*(1), 49 – 60.
- Ledford, J.R. & Gast, D.L. (2006). Feeding problems in children with autism spectrum disorders: A review. *Focus on Autism and Developmental Disabilities, 21* 153-166.
- Ledford, J. R., Lane, J. D., Elam, K., & Wolery, M. (2012). Using response prompting procedures during small group instruction: Outcomes and procedural variations. *American Journal on Intellectual and Developmental Disabilities, 117*, 413 – 434.

- Lane, J. D., Gast, D. L., Shepley, C., & Ledford, J. R. (2015). Including social opportunities during small group instruction of preschool children with social-communicating delays. *Journal of Early Intervention, 37*, 3 – 22.
- Lane, J. D., & Ledford, J. R. (in press). A review of interventions designed to increase sharing behaviors for children with social delays or deficits. *Journal of Behavioral Education*.
- Ledford, J. R., Lane, J. D., Elam, K., & Wolery (2012). Using response prompting procedures during small group instruction: Outcomes and procedural variations. *American Journal on Intellectual and Developmental Disabilities, 117*, 413 – 434.
- Piazza, C. C., Patel, M. R., Gulotta, C. S., Sevin, B. M., & Layer, S. A. (2003). On the relative contributions of positive reinforcement and escape extinction in the treatment of food refusal. *Journal of Applied Behavior Analysis, 36*, 309-324.
- Quill, K. A. (2000). *Do-Watch-Listen0Say: Social and Communication Intervention for Children with Autism*. Baltimore, MD: Brookes.
- Shepley, C., Lane, J. D., Ayres, K., & Douglas, K. (in press). Assistive and instructional technology: Understanding the differences to enhance programming and teaching. *Young Exceptional Children*. doi: 10.1177/1096250615603436.
- Smith, K. A., Ayres, K. M., Alexander, J. L., Ledford, J. L., Shepley, C., & Shepley, S. B. (in press). Initiation and generalization of self-instructional skills in adolescents with autism and intellectual disability. *Journal of Autism and Developmental Disorders*.
- Sundberg, M. L. (2008). *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: AVB Press.
- Reinharsten, D. B., Garfinkle, A. H., & Wolery, M. W. (2002). Engagement with toys in two-year-old children with autism: Teacher selection versus child choice. *Research & Practice for Persons with Severe Disabilities, 27*(3), 175-187.
- Werts, M. G., Wolery, M., Holcombe, A., & Gast, D. (1995). Instructive feedback: Review of parameters and effects. *Journal of Behavioral Education, 5*, 55-75.
- Whalen, C. & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Child Psychology and Psychiatry, 44*, 456-468.
- Wolery, M., Ault, M. L., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Grades

| Course Evaluation | Point Value |
|--|--------------------|
| - In-Class Participation | 15 Points |
| - Writing Program Plans (3 plans=10 points each) | 30 Points |
| - Abstracts of Experimental Studies (3 abstracts= 5 points each) | 15 Points |
| - Group Project | 20 points |
| - Midterm Examination | 20 Points |
| - Final Examination | 30 Points |

Total=130 Points

| Graduate School Grade Scale | Range of Points* | % Range |
|------------------------------------|-------------------------|----------------|
| A | 117-130 | 90 – 100 |
| B | 104-116 | 80 – 89 |
| C | 91-103 | 70 – 79 |
| E | <78 | <60 |

*Note the Graduate College does not recognize “D” for graduate students.

Final Exam Information

TBD

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments

All assignments should be completed in a professional manner, which includes writing in APA style. Unless otherwise specified, assignments should be *typewritten in 12-font (Times New Roman) with 1" margins*. *Assignments must be formatted according to APA guidelines or they **WILL NOT** be accepted.*

- **Assignments must be uploaded to Canvas under the correct assignment label.**
- **Assignments should be uploaded to Canvas on the due date.**

To be eligible for all points on assignments, they should be turned in "on-time". This means that assignments should be emailed no later than 11:59pm on the due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Make-up activities will NOT be given unless the student adheres to university guidelines. First, you must contact me via email prior to the class session you will miss. This does not mean emailing me at 15 minutes before class. According to university guidelines, a student must contact the instructor within 1 week to be eligible to make up a missed quiz or assignment. In addition, proper documentation indicating your absence should be excused must submitted within 1 week. If you have a health, medical, or family emergency, it is your responsibility to notify me as soon as possible if you will be missing class. Failure to do so will result in an inability to earn points for the quiz or assignment.

Attendance

You are expected to attend each class session in its entirety. As a student entering a professional field, **attendance and punctuality are expected.** Material presented in class will be used on the quizzes. You are responsible for gathering information and completing assignments on time. For any medical/family emergencies that will cause you to miss several class sessions, please inform me in writing (email) that you will be absent. *A student may receive a letter grade deduction for excessive absences (i.e., more than 3 sessions in a class meeting 1x per week or 6 sessions in a class meeting 2x per week).* Use your professional judgment when missing class. If you are tardy during an activity, quiz, or related in-class group work, you will be expected to complete the task in its entirety within the time remaining.

Excused Absences

Students need to notify me of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Per /Senate Rule 5.2.4.2/, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Laptops, tablets, and phones. In this class you will be allowed to have laptops or tablets out during lecture for purposes of taking notes or completing activities, but if you are off-task during lecture/discussion/activities (e.g., online shopping, Facebook messaging) you will be asked to put the electronic item away. If this occurs a second time, you will be asked to leave class for the remainder of that day; you will not receive participation points for that class. Cell phone use is **not** allowed during class. If you feel you need your cell phone accessible during a class then that must be approved by the instructor **PRIOR** to that class meeting (e.g., ill family member; sick child). Thus, you are expected to put your cell phone away during class. If you use a cell phone during lecture/discussion/activities without

prior permission you will be asked to put the phone away. If this occurs again, you will be asked to leave class that day and will not receive participation points.

Additional considerations. Please extend to me and your classmates the same courtesies that you hope your students will extend to you, such as refraining from side bar conversations, reading the paper, or other behaviors that may interfere with your classmates learning. You may be asked to leave class if the interruption is persistent and disruptive to others.

Accommodations due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu <<mailto:drc@uky.edu>>. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC is open and affirming departments for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Special Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of

academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone must do it. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally, and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Special Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in <<content area>> that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in special education.

Commitment to Technology

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Assignments & Class-Wide Expectations

| Task | Task Description | Standards Alignment |
|--|--|---|
| Abstracts of Experimental Studies | Three times during the semester you will search the literature to identify an experimental study that addresses a specific class topic. You will abstract the article in your own words and present your findings as part of class discussion. Also, you will upload your abstracts to Canvas prior to the class meeting. Specific guidelines on how to complete abstracts will be provided during a class meeting. | EPSB Standards 1, 6, 10 Unbridled Learning Initiatives 1.c, 4.1. UK Functional Skills and Dispositions 1 CEC Initial Preparation Standards 1, 2, 4, 5, 6, and 7 |
| Written Program Plans | You will write three program plans during the semester that will address communication, adaptive, and social skills for a student with or at-risk for a disability. You will conduct observations and complete formal and informal assessments that include meeting with teachers or parents to identify behavioral needs of a child/student. Program plans will include (a) a descriptive summary of participants pre-intervention behaviors, (b) an objective for targeting the behavior, (c) benchmarks for meeting the objective, (d) detailed procedures, and (e) a data sheet. | EPSB Standards 1, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 2, 3, 4, 5 CEC Initial Preparation Standards 3 and 4 |
| Group Project | You will be assigned to a group for the semester. As part of the group, you will implement one program plan with a child with a disability. You will work as a group to (a) implement the program, (b) collect data, (c) collect interobserver agreement and procedural fidelity data, and (d) summarize your results using a graph and table. | EPSB Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, 7, |

| | | |
|-------------------------------|--|--|
| In-Class Participation | <ol style="list-style-type: none"> 1. In-class participation refers to being prepared for class by (a) reading assigned articles or chapters, (b) attending to the instructor (oriented toward the instructor, not using technology in class, staying awake), and (c) participating during in-class activities (see #3 below). 2. I will ask questions in class and will wait for a response from students. You will not be punished or thought of poorly if you provide an incorrect response. I ask that you try and we will work together to figure out answers. 3. In addition, in some class meetings, you will participate in a activities that will address the topic of the session. These activities may include group or individual work. | 8, 9, 10 EPSB Standards 1, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 3, 4, 5 CEC Initial Preparation Standards 1, 2, and 6 |
| Midterm Examination | You will take a midterm examination that addresses activities, readings, and presentations covered during the first seven class meetings during the semester. The midterm examination will be a mix of multiple choice, true/false, short answer, and essay questions. | EPSB Standard 1 Unbridled Learning Initiatives 1.c, 4.5 UK Functional Skills and Dispositions 1, 3, 5 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, and 7 |
| Final Examination | You will take a comprehensive final examination that addresses activities, readings, and presentations covered throughout the semester. The final examination will be a mix of multiple choice, true/false, short answer, and essay questions. | EPSB Standard 1 Unbridled Learning Initiatives 1.c, 4.5 UK Functional Skills and Dispositions 1, 3, 5 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, and 7 |

Tentative Course Schedule and Outline

| Class | Topics | Readings (Read by Date) | Due Dates |
|-------|--|--|-----------|
| 1 | <ul style="list-style-type: none"> - Syllabus Review - Introduction to Course | -- | -- |
| 2 | <ul style="list-style-type: none"> - Providing Home-Based Services <ul style="list-style-type: none"> - Intake Process - Beginning Program Planning - Balance of Parent Training & Direct Instruction | <ul style="list-style-type: none"> - Cooper et al., 2007 (pp. 49-65) - Sundberg, 2008 - Ford et al., 1989 - Barton & Fetting, 2013 | -- |
| 3 | <ul style="list-style-type: none"> - Providing School-Based Services <ul style="list-style-type: none"> - (Consultant's Role; School-Based Employee's Role) - Intake Process - Teacher and Staff Training | <ul style="list-style-type: none"> - Erchul & Martens, 2010 (pp.91-103) - Dunst, 2012 - Barton, Chen, Pribble, Pomes, & Kim, 2013 - Easton & Erchul, | -- |

| | | | |
|-------|--|---|--|
| | | 2011 | |
| 4 | <ul style="list-style-type: none"> - Conducting a Functional Analysis - Writing and Interpreting Results | <ul style="list-style-type: none"> - Fisher, Piazza, & Roane, 2012 (pp.151-225) | Abstract 1 - Functional Analysis Due |
| 5 | <ul style="list-style-type: none"> - Functional Analysis Training | -- | -- |
| 6/7 | <ul style="list-style-type: none"> - Promoting Communication Skills <ul style="list-style-type: none"> - Persons who are Nonverbal - Naturalistic Strategies - Verbal Behavior | <ul style="list-style-type: none"> - Ganz, Hong, & Goodwyn, 2013 - Wolery, Ault, Doyle, 1992 (pp. 169-200) - LeBlanc, Esch, Sidener, & Firth, 2006 | -- |
| 8 | Midterm | -- | -- |
| 9/10 | <ul style="list-style-type: none"> - Promoting Adaptive Skills <ul style="list-style-type: none"> - Feeding - Toileting - Dressing - Other Self-Care Routines | <ul style="list-style-type: none"> - Pizza, Patel, Gulotta, Sevin, & Layer, 2003 - Kroeger & Sorensen; 2010 - Cooper et al., 2007 (pp.420-452) | Communication Program Plan Due (Class 9) Abstract 2 – Adaptive Behaviors Due (Class 10) |
| 11 | <ul style="list-style-type: none"> - Promoting Academic Skills <ul style="list-style-type: none"> - Learning-to-Learn - Incidental Learning - Small and Large Group Participation - Strategies to Promote Engagement - Promoting meaningful inclusion | <ul style="list-style-type: none"> - Whalen & Schreibman, 2003 - Werts, Wolery, Holcombe, & Gast, 1995 - Ledford, Lane, Elam, & Wolery, 2012 - Reinharsten, Garfinkle, & Wolery, 2002 | -- |
| 12 | Community-based activity | -- | Adaptive Program Plan Due |
| 13/14 | <ul style="list-style-type: none"> - Promoting Social Skills <ul style="list-style-type: none"> - Selecting Skills - Direct Instruction: Structured Activities - Embedded Instruction: Unstructured Activities | <ul style="list-style-type: none"> - Quill, 2000 (pp.39-74) - Lane, Gast, Shepley, & Ledford, 2015 - Lane & Ledford, 2015 | Abstract 3 – Social Skills Due (Class 13) Group Project Due (Class 14) |
| 15 | <ul style="list-style-type: none"> - Promoting Independence <ul style="list-style-type: none"> - Self-Management Strategies - Leisure Skills - Final Review | <ul style="list-style-type: none"> - Fisher, Piazza, & Roane, 2012 (pp.251-253) - Shepley, Lane, Ayres, & Douglas, 2015 - Smith, Ayres, Alexander, | Social Skills Program Plan Due |

| | | | |
|--|--|--------------------------------------|--|
| | | Ledford, Shepley, & Shepley, 2015 | |
|--|--|--------------------------------------|--|

*Final Exam=Date to be determined

EDS 605
Advanced Applied Behavior Analysis: Program Planning and Implementation
Syllabus, Fall 2016
Time: TBD
Location: TBD

“Research and Reflection for Learning and Leading”

| | |
|--|---|
| Instructors | Justin D. Lane Ph.D., BCBA-D |
| Office Location | 220 Taylor Education Building |
| Phone Number | 859-257-3889 |
| Email | justin.lane@uky.edu |
| Virtual & Face-to-Face Office Hours | By Appointment Only |
| Technological Requirements | Computer with internet access or access to UK computer facilities. |
| For Technological assistance | -Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 -Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Technical Complaints | Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 |
| Preferred method for contacting instructor | E-mail |
| Anticipated Response Time | Within 48 hours |
| Face-to-Face Librarian | Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu 859.257.7977 |
| Face-to-Face Interlibrary Loan Service | http://libguides.uky.edu/educ |
| Course Website | N/A |

Course Description

In this course students will expand their understanding of Applied Behavior Analysis (ABA) by learning how to design and evaluate behaviorally based programs that address academic (e.g., learning to learn), adaptive (e.g., self-care), communication (e.g., naturalistic strategies; verbal behavior), social (e.g., initiations), and other related skills (e.g., imitation; self-management) in persons with or at-risk for disabilities and provide training and feedback when working with families and professionals. In addition, students will receive training on writing and modifying behavior intervention plans, with an emphasis on conducting functional analyses.

Prerequisite

EDS 601 (or equivalent); EDS 630 recommended

UK College of Education Professional Themes

This course will address three themes of the College of Education’s conceptual framework: *research*, *learning*, and *leading*. Graduate students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in special education, including professional scholarship and data-based interventions, in order to reflect on their own practices as they study, observe, and practice in

P-12 school and university classrooms. This course emphasizes *learning* in two ways. First, the course addresses knowledge and skills that teachers may use to provide effective special education services and accomplish positive learning outcomes for students with disabilities. Second, this course conveys the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these three themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

| Learning Target/Outcome | Assessment (Formative/Summative) |
|--|--|
| 1. Describe a family-centered approach to service delivery in the context of home-based services. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 2. Describe strategies for working with families and professionals when providing consultation and training to implement behavior change programs. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 3. Apply behavior principles when designing individualized program plans for learners with or at-risk for a disability at home, community, and school. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 4. Describe how to conduct and interpret the results of a functional analysis for determining the function(s) of challenging behavior. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Midterm & Final Examination |
| 5. Design, conduct, and interpret the results of a functional analysis when determining the function(s) of challenging behavior. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study, functional analysis training Summative: Midterm & Final Examination |
| 6. Describe the process for determining specific forms of communication to target in persons who display language delays. | Formative: Course readings, class discussions, in-class activities Summative: Program Plan, Midterm & Final Examination |
| 7. Describe how to plan for and implement strategies for increasing expressive communication (verbal or non-verbal modes of communication) in persons who display language delays. | Formative: Course readings, class discussions, in-class activities Summative: Program Plan, Midterm & Final Examination |
| 8. Describe how to plan for and implement strategies for increasing dressing skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |

| | |
|--|--|
| 9. Describe how to plan for and implement strategies for increasing feeding skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 10. Describe how to plan for and implement strategies for increasing toileting skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 11. Describe how to plan for and implement strategies that promote learning-to-learn for purposes of benefiting from academic and related instruction in school. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 12. Describe strategies for training teachers and related professionals to maximize the efficiency of instruction (e.g., observational learning; incidental learning). | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 13. Describe strategies for training teachers to promote on-task engagement for purposes of maximizing access to instruction across environments. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 14. Describe how to promote meaningful inclusion for a student who's IEP includes instructional time in the general education setting. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 15. Describe the process for determining specific social skills to target in persons who display social delays or deficits. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 16. Describe how to plan for and implement strategies that promote social skills in persons who display social delays or deficits during structured and unstructured activities. | Formative: Course readings, class discussions, in-class activities, abstract of experimental study Summative: Program Plan, Midterm & Final Examination |
| 17. Describe how to plan for and implement strategies that promote independence using self-monitoring and related management strategies. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 18. Describe how to plan for and implement strategies that promote recreation and leisure skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 19. Write detailed program plans that include objectives and procedures for increasing functional skills in persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |
| 20. Implement, monitor, adapt, and interpret findings from behavior-change programs implemented with persons with or at-risk for a disability. | Formative: Course readings, class discussions, in-class activities Summative: Midterm & Final Examination |

Course Delivery

This course is designed as a face-to-face course.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis* (2nd ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Other Required Readings

- Barton, E. E., Chen, C., Pribble, L., Pomes, M., & Kim, Y. (2013). Coaching pre-service teacher to teach play skill to children with disabilities. *Teacher Education and Special Education, 36*, 330-349. doi:10.1177/0888406413505113
- Barton, E. E. & Fettig, A. (2013). Parent-implemented interventions for young children with disabilities: A review of fidelity features. *Journal of Early Intervention, 35*, 194-219.
- Dunst, C. J. (2012, February). Framework for conceptualizing the relationship between evidence-based implementation and intervention practices. Paper presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Easton, J. E. & Erchul, W. P. (2011). An exploration of teacher acceptability of treatment plan implementation: Monitoring and feedback methods. *Journal of Educational and Psychological Consultation, 21*, 56-77.
- Erchul, W. P. & Martens, B. K. (2010). Bases of an integrated model of school consultation, in W. P. Erchul & B. K. Martens, *School consultation: Conceptual and empirical bases of practice (pp.91-103)*. doi:10.1007/978-1-4419-5747-4_5
- Fisher, W., Piazza, C. C., & Roane, H. (2011). *Handbook of applied behavior analysis*, New York, NY: Guilford.
- Ford, A., Schnorr, R., Meyer, L., Davern, L, Black, J., & Dempsey, P. (Eds.). (1989). *The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities*. Baltimore, MD; Brookes.
- Ganz, J. B., Hong, E. R., & Goodwyn, F. D. (2013). Effectiveness of PECS Phase III app and choice between the app and traditional PECS among preschoolers with ASD. *Research in Autism Spectrum Disorders, 7*, 973-983.
- Kroeger, K. & Sorensen, R. (2010). A parent training model for toilet training children with autism. *Journal of Intellectual Disability Research, 54*, 556-567.
- LeBlanc, L. A., Esch, J., Sidener, T. M., & Firth, A. M. (2006). Behavioral language interventions for children with autism: Comparing applied verbal behavior and naturalistic teaching approaches. *The Analysis of Verbal Behavior, 22*(1), 49 – 60.
- Ledford, J.R. & Gast, D.L. (2006). Feeding problems in children with autism spectrum disorders: A review. *Focus on Autism and Developmental Disabilities, 21* 153-166.
- Ledford, J. R., Lane, J. D., Elam, K., & Wolery, M. (2012). Using response prompting procedures during small group instruction: Outcomes and procedural variations. *American Journal on Intellectual and Developmental Disabilities, 117*, 413 – 434.

- Lane, J. D., Gast, D. L., Shepley, C., & Ledford, J. R. (2015). Including social opportunities during small group instruction of preschool children with social-communicating delays. *Journal of Early Intervention, 37*, 3 – 22.
- Lane, J. D., & Ledford, J. R. (in press). A review of interventions designed to increase sharing behaviors for children with social delays or deficits. *Journal of Behavioral Education*.
- Ledford, J. R., Lane, J. D., Elam, K., & Wolery (2012). Using response prompting procedures during small group instruction: Outcomes and procedural variations. *American Journal on Intellectual and Developmental Disabilities, 117*, 413 – 434.
- Piazza, C. C., Patel, M. R., Gulotta, C. S., Sevin, B. M., & Layer, S. A. (2003). On the relative contributions of positive reinforcement and escape extinction in the treatment of food refusal. *Journal of Applied Behavior Analysis, 36*, 309-324.
- Quill, K. A. (2000). Do-Watch-Listen0Say: Social and Communication Intervention for Children with Autism. Baltimore, MD: Brookes.
- Shepley, C., Lane, J. D., Ayres, K., & Douglas, K. (in press). Assistive and instructional technology: Understanding the differences to enhance programming and teaching. *Young Exceptional Children*. doi: 10.1177/1096250615603436.
- Smith, K. A., Ayres, K. M., Alexander, J. L., Ledford, J. L., Shepley, C., & Shepley, S. B. (in press). Initiation and generalization of self-instructional skills in adolescents with autism and intellectual disability. *Journal of Autism and Developmental Disorders*.
- Sundberg, M. L. (2008). *Verbal behavior milestones assessment and placement program: The VB-MAPP*. Concord, CA: AVB Press.
- Reinharsten, D. B., Garfinkle, A. H., & Wolery, M. W. (2002). Engagement with toys in two-year-old children with autism: Teacher selection versus child choice. *Research & Practice for Persons with Severe Disabilities, 27*(3), 175-187.
- Werts, M. G., Wolery, M., Holcombe, A., & Gast, D. (1995). Instructive feedback: Review of parameters and effects. *Journal of Behavioral Education, 5*, 55-75.
- Whalen, C. & Schreibman, L. (2003). Joint attention training for children with autism using behavior modification procedures. *Journal of Child Psychology and Psychiatry, 44*, 456-468.
- Wolery, M., Ault, M. L., & Doyle, P. M. (1992). *Teaching students with moderate to severe disabilities: Use of response prompting strategies*. New York, NY: Longman.

Grades

| Course Evaluation | Point Value |
|--|--------------------|
| - In-Class Participation | 15 Points |
| - Writing Program Plans (3 plans=10 points each) | 30 Points |
| - Abstracts of Experimental Studies (3 abstracts= 5 points each) | 15 Points |
| - Group Project | 20 points |
| - Midterm Examination | 20 Points |
| - Final Examination | 30 Points |

Total=130 Points

| Graduate School Grade Scale | Range of Points* | % Range |
|------------------------------------|-------------------------|----------------|
| A | 117-130 | 90 – 100 |
| B | 104-116 | 80 – 89 |
| C | 91-103 | 70 – 79 |
| E | <78 | <60 |

*Note the Graduate College does not recognize “D” for graduate students.

Final Exam Information

TBD

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Submission of Assignments

All assignments should be completed in a professional manner, which includes writing in APA style. Unless otherwise specified, assignments should be *typewritten in 12-font (Times New Roman) with 1" margins*. *Assignments must be formatted according to APA guidelines or they **WILL NOT** be accepted.*

- **Assignments must be uploaded to Canvas under the correct assignment label.**
- **Assignments should be uploaded to Canvas on the due date.**

To be eligible for all points on assignments, they should be turned in "on-time". This means that assignments should be emailed no later than 11:59pm on the due date. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

Make-up activities will NOT be given unless the student adheres to university guidelines. First, you must contact me via email prior to the class session you will miss. This does not mean emailing me at 15 minutes before class. According to university guidelines, a student must contact the instructor within 1 week to be eligible to make up a missed quiz or assignment. In addition, proper documentation indicating your absence should be excused must submitted within 1 week. If you have a health, medical, or family emergency, it is your responsibility to notify me as soon as possible if you will be missing class. Failure to do so will result in an inability to earn points for the quiz or assignment.

Attendance

You are expected to attend each class session in its entirety. As a student entering a professional field, **attendance and punctuality are expected**. Material presented in class will be used on the quizzes. You are responsible for gathering information and completing assignments on time. For any medical/family emergencies that will cause you to miss several class sessions, please inform me in writing (email) that you will be absent. *A student may receive a letter grade deduction for excessive absences (i.e., more than 3 sessions in a class meeting 1x per week or 6 sessions in a class meeting 2x per week).* Use your professional judgment when missing class. If you are tardy during an activity, quiz, or related in-class group work, you will be expected to complete the task in its entirety within the time remaining.

Excused Absences

Students need to notify me of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Per /Senate Rule 5.2.4.2/, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The Special Education program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education’s Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Laptops, tablets, and phones. In this class you will be allowed to have laptops or tablets out during lecture for purposes of taking notes or completing activities, but if you are off-task during lecture/discussion/activities (e.g., online shopping, Facebook messaging) you will be asked to put the electronic item away. If this occurs a second time, you will be asked to leave class for the remainder of that day; you will not receive participation points for that class. Cell phone use is **not** allowed during class. If you feel you need your cell phone accessible during a class then that must be approved by the instructor **PRIOR** to that class meeting (e.g., ill family member; sick child). Thus, you are expected to put your cell phone away during class. If you use a cell phone during lecture/discussion/activities without

prior permission you will be asked to put the phone away. If this occurs again, you will be asked to leave class that day and will not receive participation points.

Additional considerations. Please extend to me and your classmates the same courtesies that you hope your students will extend to you, such as refraining from side bar conversations, reading the paper, or other behaviors that may interfere with your classmates learning. You may be asked to leave class if the interruption is persistent and disruptive to others.

Accommodations due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu <<mailto:drc@uky.edu>>. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. EDSRC is open and affirming departments for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the Special Education program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult Dr. Margaret Bausch, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of

academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone must do it. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally, and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Special Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's Special Education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in <<content area>> that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Special Education Program aligns itself with the positions of the Council for Exceptional Children regarding cultural and linguistic diversity in special education.

Commitment to Technology

The Initial Preparation Certification Program in Special Education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Assignments & Class-Wide Expectations

| Task | Task Description | Standards Alignment |
|--|--|---|
| Abstracts of Experimental Studies | Three times during the semester you will search the literature to identify an experimental study that addresses a specific class topic. You will abstract the article in your own words and present your findings as part of class discussion. Also, you will upload your abstracts to Canvas prior to the class meeting. Specific guidelines on how to complete abstracts will be provided during a class meeting. | EPSB Standards 1, 6, 10 Unbridled Learning Initiatives 1.c, 4.1. UK Functional Skills and Dispositions 1 CEC Initial Preparation Standards 1, 2, 4, 5, 6, and 7 |
| Written Program Plans | You will write three program plans during the semester that will address communication, adaptive, and social skills for a student with or at-risk for a disability. You will conduct observations and complete formal and informal assessments that include meeting with teachers or parents to identify behavioral needs of a child/student. Program plans will include (a) a descriptive summary of participants pre-intervention behaviors, (b) an objective for targeting the behavior, (c) benchmarks for meeting the objective, (d) detailed procedures, and (e) a data sheet. | EPSB Standards 1, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 2, 3, 4, 5 CEC Initial Preparation Standards 3 and 4 |
| Group Project | You will be assigned to a group for the semester. As part of the group, you will implement one program plan with a child with a disability. You will work as a group to (a) implement the program, (b) collect data, (c) collect interobserver agreement and procedural fidelity data, and (d) summarize your results using a graph and table. | EPSB Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, 7, |

| | | |
|-------------------------------|--|--|
| | | 8, 9, 10 |
| In-Class Participation | <ol style="list-style-type: none"> 1. In-class participation refers to being prepared for class by (a) reading assigned articles or chapters, (b) attending to the instructor (oriented toward the instructor, not using technology in class, staying awake), and (c) participating during in-class activities (see #3 below). 2. I will ask questions in class and will wait for a response from students. You will not be punished or thought of poorly if you provide an incorrect response. I ask that you try and we will work together to figure out answers. 3. In addition, in some class meetings, you will participate in a activities that will address the topic of the session. These activities may include group or individual work. | EPSB Standards 1, 8 Unbridled Learning Initiatives 1.d, 4.2. UK Functional Skills and Dispositions 1, 3, 4, 5 CEC Initial Preparation Standards 1, 2, and 6 |
| Midterm Examination | You will take a midterm examination that addresses activities, readings, and presentations covered during the first seven class meetings during the semester. The midterm examination will be a mix of multiple choice, true/false, short answer, and essay questions. | EPSB Standard 1 Unbridled Learning Initiatives 1.c, 4.5 UK Functional Skills and Dispositions 1, 3, 5 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, and 7 |
| Final Examination | You will take a comprehensive final examination that addresses activities, readings, and presentations covered throughout the semester. The final examination will be a mix of multiple choice, true/false, short answer, and essay questions. | EPSB Standard 1 Unbridled Learning Initiatives 1.c, 4.5 UK Functional Skills and Dispositions 1, 3, 5 CEC Initial Preparation Standards 1, 2, 3, 4, 5, 6, and 7 |

Tentative Course Schedule and Outline

| Class | Topics | Readings (Read by Date) | Due Dates |
|-------|--|--|-----------|
| 1 | <ul style="list-style-type: none"> - Syllabus Review - Introduction to Course | -- | -- |
| 2 | <ul style="list-style-type: none"> - Providing Home-Based Services <ul style="list-style-type: none"> - Intake Process - Beginning Program Planning - Balance of Parent Training & Direct Instruction | <ul style="list-style-type: none"> - Cooper et al., 2007 (pp. 49-65) - Sundberg, 2008 - Ford et al., 1989 - Barton & Fettig, 2013 | -- |
| 3 | <ul style="list-style-type: none"> - Providing School-Based Services <ul style="list-style-type: none"> - (Consultant's Role; School-Based Employee's Role) - Intake Process - Teacher and Staff Training | <ul style="list-style-type: none"> - Erchul & Martens, 2010 (pp.91-103) - Dunst, 2012 - Barton, Chen, Pribble, Pomes, & Kim, 2013 - Easton & Erchul, | -- |

| | | 2011 | |
|-------|--|---|--|
| 4 | <ul style="list-style-type: none"> - Conducting a Functional Analysis - Writing and Interpreting Results | <ul style="list-style-type: none"> - Fisher, Piazza, & Roane, 2012 (pp.151-225) | Abstract 1 - Functional Analysis Due |
| 5 | <ul style="list-style-type: none"> - Functional Analysis Training | -- | -- |
| 6/7 | <ul style="list-style-type: none"> - Promoting Communication Skills <ul style="list-style-type: none"> - Persons who are Nonverbal - Naturalistic Strategies - Verbal Behavior | <ul style="list-style-type: none"> - Ganz, Hong, & Goodwyn, 2013 - Wolery, Ault, Doyle, 1992 (pp. 169-200) - LeBlanc, Esch, Sidener, & Firth, 2006 | -- |
| 8 | Midterm | -- | -- |
| 9/10 | <ul style="list-style-type: none"> - Promoting Adaptive Skills <ul style="list-style-type: none"> - Feeding - Toileting - Dressing - Other Self-Care Routines | <ul style="list-style-type: none"> - Pizza, Patel, Gulotta, Sevin, & Layer, 2003 - Kroeger & Sorensen; 2010 - Cooper et al., 2007 (pp.420-452) | Communication Program Plan Due (Class 9) Abstract 2 – Adaptive Behaviors Due (Class 10) |
| 11 | <ul style="list-style-type: none"> - Promoting Academic Skills <ul style="list-style-type: none"> - Learning-to-Learn - Incidental Learning - Small and Large Group Participation - Strategies to Promote Engagement - Promoting meaningful inclusion | <ul style="list-style-type: none"> - Whalen & Schreibman, 2003 - Werts, Wolery, Holcombe, & Gast, 1995 - Ledford, Lane, Elam, & Wolery, 2012 - Reinharsten, Garfinkle, & Wolery, 2002 | -- |
| 12 | Community-based activity | -- | Adaptive Program Plan Due |
| 13/14 | <ul style="list-style-type: none"> - Promoting Social Skills <ul style="list-style-type: none"> - Selecting Skills - Direct Instruction: Structured Activities - Embedded Instruction: Unstructured Activities | <ul style="list-style-type: none"> - Quill, 2000 (pp.39-74) - Lane, Gast, Shepley, & Ledford, 2015 - Lane & Ledford, 2015 | Abstract 3 – Social Skills Due (Class 13) Group Project Due (Class 14) |
| 15 | <ul style="list-style-type: none"> - Promoting Independence <ul style="list-style-type: none"> - Self-Management Strategies - Leisure Skills - Final Review | <ul style="list-style-type: none"> - Fisher, Piazza, & Roane, 2012 (pp.251-253) - Shepley, Lane, Ayres, & Douglas, 2015 - Smith, Ayres, Alexander, | Social Skills Program Plan Due |

| | | | |
|--|--|--------------------------------------|--|
| | | Ledford, Shepley, & Shepley, 2015 | |
|--|--|--------------------------------------|--|

*Final Exam=Date to be determined