Wilmington University
College of Education

Graduate Special Education Programs

Course Number: MSE 7402

Course Title: Applied Behavior Analysis (3 Credits)

Faculty Contact:

Course Description: Understanding, interpretation, and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior, while creating a learning environment that fosters active engagement for students with exceptional learning needs. This learning environment will encourage independence, self motivation, self direction, personal empowerment, and self advocacy through the use of direct motivational and instructional strategies. The skills necessary to effectively manage the behavior of the children entrusted to their care, while providing guidance and direction to other individuals will also be addressed.

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: Council for Exceptional Children (CEC)

Learning Methods: A variety of teaching methods including inquiry-based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – Understand basic

Assessments: Candidates will engage in discussions that focus on how teachers can provide reinforcers for students at the individual and group level. Candidates will also work collaboratively to create and present a given reinforcement system to the class.

Learning Outcome 4 – Use multiple methods of assessment and data sources in making educational decisions. (InTASC Standards 2, 6, 8; CEC 2, 4, 5; DPAS II 1, 2, 3, 4)

Learning Activities/Performance Tasks:
1. Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
2. Candidates will conduct functional behavior assessments that lead to development of behavior support plans.
3. Candidates develop strategies for monitoring and analyzing challenging behavior and its communicative intent.
4. Candidates will interpret information from formal and informal assessments.
5.

4. Candidates will use strategies to facilitate mai

9. National Education Association. (2014). *Positive Behavioral Interventions and Supports: A Multi tiered Framework that Works for Every Student.*

10. Oppositional Defiant Disorder

11. Parent Information Center of Delaware, Inc. (2013, April). *Behavior Intervention Plans: How Do I Help Develop an Effective Plan?*

12. Supporting and Responding to Behavior: Evidence based Classroom Strategies for Teachers

13. Teaching Self Management Skills

14. Terrasi, S., & de Galarce, P.C. (2017). Trauma and learning in America's classrooms. *Phi Delta Kappan, 98*(6), 35 41.

Understanding Learning – Links

Blueprint for Personalized Learning in Delaware
Bloom's Taxonomy
Classroom Management
Group work: Using cooperative learning groups effectively
Increasing Inclusivity in the Classroom
How People Learn
Metacognition
Mindfulness in the Classroom
Motivating Students
Personalized Learning
The IRIS Center (Vanderbilt University)

Supporting Resources

Bambara, L., & Kern, L. (2005). *Individualized supports for students with problem behaviors : Designing positive behavior plans* (The guilford school practitioner series). New York: Guilford Press.

Cook, B., Tankersley, M, & Landrum, T. (2012). *Classroom behavior, contexts, and interventions* (Advances in learning and behavioral disabilities, v. 25). Bingley, U.K.: Emerald.

Gambrill, E. (1977). *Behavior modification: Handbook of assessment, intervention, and evaluation* (1st ed. ed., The Jossey Bass Behavioral Science Series). San Francisco: Jossey Bass.

Goldstein, S., & Braswell, L. (1995). *Understanding and managing children's classroom behavior* (Wiley series on personality processes). New York: Wiley.

Killu, K. (2008). Developing effective behavior intervention plans: Suggestions for school personnel. *Intervention in School and Clinic, 43*(3), 140 149.

Utley, C., Kozleski, E., Smith, A., & Draper, I. (2002). Positive behavior support. *Journal of Positive Behavior Interventions, 4*(4), 196 207.

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
How will date be collected? Methods: frequency, duration, latency, response rate					

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
InTASC 1, 2, 3				student/FBA information.	
Plan					