SYLLABUS
Department of Education and Clinical Studies
University of Nevada, Las Vegas
Preparing professionals for changing educational contexts

I. Prefix & Number: ESP 778
II. Title: Behavior Management for Early Childhood

1 Academic Misconduct. Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: http://studentconduct.unlv.edu/misconduct/policy.html

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Disability Resource Center (DRC) – It is important to know that over two-thirds of the students in the DRC reported that this syllabus statement, often read aloud by the faculty during class, directed them to the DRC office. The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan. UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC-A), Room 143, and the contact numbers are: Voice (702) 895-0866, fax (702) 895-0651. For additional information, please visit: http://drc.unlv.edu/

Religious Holidays Policy -- Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the last day at late registration of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. This policy shall not apply in the event that administering the test or examination at an alternate time would impose an undue hardship on the instructor or the university which could not be avoided. For additional information, please visit: http://catalog.unlv.acalog.com/content.php?coid=1&navoid=44&bc=1

Tutoring -- The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex, #22 on the current UNLV map. Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/

UNLV Writing Center – The following statement is recommended for inclusion in course syllabi: One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/

Rebelmail – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s Official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu.

Collection of Student Assignments for Accreditation Purposes. Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
III. Credit: 3 credits

IV. Semester: Fall 2014

V. Instructor: Dr. Delilah Krasch

VI. Location/Meeting Time: CEB 133/Tuesdays 7:00-9:45 p.m.

VII. Office Hours: By Appointment

VIII. Email: kraschd@unlv.nevada.edu

IX. Prerequisite Course(s): ESP 771

X. Course Description:

Provides a background in applied behavior analysis and positive behavior support, with a focus on the application of behavior support for young children and their families. Future service providers receive important knowledge and skills for implementing positive, preventive and function-based interventions in school, home and community environments.

**InTASC Standards Addressed:**

- Standard 1.0 Learner Development
- Standard 2.0 Learning Differences
- Standard 3.0 Learning Environments

**DEC (CEC) Standards Addressed:**

- Standard 1.0 Foundations
- Standard 3.0 Individual Learning Differences
- Standard 4.0 Instructional Strategies
- Standard 5.0 Learning Environments and Social Interactions
- Standard 9.0 Professional and Ethical Practice
- Standard 10.0 Collaboration

XI. Course Objectives: (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

**Knowledge:**

1. Compare and contrast different explanations and theories of student behavior as it relates to classroom management. ICC1K1, ICC5K2
   Measurement/Evaluation: Exams and Behavior Change Project

2. Describe the procedures and processes of an effective classroom management plan. InTASC3(j), EC2K3, ICC3K2, ICC5K6, ICC5K8
   Measurement/Evaluation: Exams and Behavior Change Project
3. Identify and describe comprehensive behavioral support strategies, including primary level supports, necessary social-emotional skills, and intensive, individualized, and function-based interventions. InTASC1(e), ICC5K5
   Measurement/Evaluation: Exams and Behavior Change Project

4. Describe guidelines for the ethical use of evidence-based behavior management techniques based on the principles of Applied Behavior Analysis for use with individuals with exceptional learning needs. ICC1K2
   Measurement/Evaluation: Exams

Performance (Skills):

1. Comply with professional standards, applicable laws, rules, and regulations, and procedural safeguards in the planning and implementation of behavior management strategies. ICC9S1, ICC9S3
   Measurement/Evaluation: Behavior Change Project

2. Evaluate the influence of teacher behaviors on the behaviors of individuals with exceptional learning needs. InTASC1(a), InTASC3(j), ICC5S5, ICC5S6, ECSE6S2
   Measurement/Evaluation: Behavior Change Project

3. Apply realistic expectations for personal and social behaviors in various settings. ICC4S1, ICC5S2
   Measurement/Evaluation: Behavior Change Project

   Measurement/Evaluation: Behavior Change Project

5. Create learning environments that allow individuals (students, teachers, families, and other stakeholders) to retain their own and each others’ respective language and cultural heritage. ECSE3S1, ECSE4S8.
   Measurement/Evaluation: Behavior Change Project

Disposition(s):

1. Each participant will demonstrate knowledge of methods and an awareness of the importance of building teams to address the behavioral needs of individuals with exceptional learning needs. InTASC1(k), InTASC2(n), InTASC3(o), ICC10K1, ICC10K3, ICC10K4
   Measurement/Evaluation: Exams and Behavior Change Project

Result(s):

Each participant will be able to select, apply, and evaluate a variety of least intensive interventions for effective behavior management appropriate to the needs of young students with exceptional learning needs; include a focus on teaching self-enhancing behaviors in response to societal attitudes and actions.
XII. Texts, readings, and instructional resources:

Required Text:

Recommended Text:

Additional Readings:


Recommended Resources:


XIII. Assignments, evaluation procedures and grading policy

Course Requirements:

Below is an explanation of assignments, activities, and examinations due throughout the term. Due dates for each item are listed in the course schedule. Late assignments will result in the assignment being graded down one letter grade. Scoring guides will be provided for all homework assignments.

Activities (25 points)
The purpose of class activities is to allow students an opportunity to apply the content from this course. These activities will require students to synthesize what they have learned from the course content, readings, and class discussions. Students MUST BE PRESENT in order to obtain points for class activities (there will be no make-ups for activities). Activities will range from 1-5 points each up to a maximum of 25 points.

Midterm Exam (50 points)

Final Exam (50 points)

Classroom or Home System Assignment (25 points)
Students will develop a classroom or home management plan, including classroom/home rules and expectations, a teaching matrix, strategies for encouraging appropriate behavior, and strategies for discouraging inappropriate behavior.

Behavior Change Project (100 points)
Students will complete the Behavior Change Project consisting of five parts and a class presentation. To complete each part of the project, students will need access to a classroom that includes students at risk or with disabilities. This project has been designed to provide practical experience in planning and implementing positive behavioral interventions and supports. Each assignment will build on previous assignments and students will be asked to turn in the cumulative product and scoring guide with each assignment. This series of assignments can be completed with a child from birth – eight years of age and can use the classroom or the home environment or both.

1. Defining Behavior and Developing Hypotheses (15 points)
2. Developing a Data Sheet and an Operational Definition of Behaviors (15 points)
3. Recording and Graphing Behavior (15 points)
4. Positive Behavioral Intervention Plan (30 points)
5. Implementation Data and Evaluation (15 points)
6. CLASS PRESENTATION (10 points)
Grading Policy:

Final grades for the course will be determined based on the total number of points earned. Grades with associated point totals are:

- A = 233-250
- A- = 225-232
- B+ = 218-224
- B = 207-217
- B- = 200-206
- C+ = 192-199
- C = 183-191
- C- = 175-182
- D+ = 167-174
- D = 158-166
- D- = 150-157
- F = < 149

Student Expectations:

In-class Behavior: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered by the instructor to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking, (b) arriving late to class and disrupting others already engaged in the session’s activities, (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student, and (d) engaging in non-class activities during class, including on the laptops, tablets, and cellular phones.

Cellular Phones: All cellular phones should be turned off or placed on vibration mode (in case of family emergency situation).

WebCampus: The instructor will utilize WebCampus (https://webcampus.nevada.edu) to display course notes and materials. Students are expected to bring a copy of the course notes and materials from WebCampus for each scheduled class session.

XIV. Instructional Methods:

Material will be presented using a variety of formats, primary among them being lecture, activities and class discussion. Other methods, including discussion groups and video presentations may also be employed to a lesser degree.
## Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>8/26</td>
<td>• Course Overview</td>
<td>Fox, Dunlap &amp; Powell (2002)</td>
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<tr>
<td></td>
<td>• Overview of Behavior Change Project</td>
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<td></td>
<td>• Social Development</td>
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<td></td>
<td>• Challenging behavior in EC</td>
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<td></td>
<td>• Rationale for EI</td>
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<td></td>
<td>• Intro to ABA &amp; PBS</td>
<td>Lucyshyn, Horner &amp; Ben</td>
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<td></td>
<td>• Basic Concepts</td>
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<tr>
<td>Week 3</td>
<td>• The teaching pyramid</td>
<td>Powell, Dunlap, &amp; Fox (2006)</td>
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<tr>
<td>9/9</td>
<td>• Primary-level interventions</td>
<td>Stormont, Lewis, &amp; Beckner (2005)</td>
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<tr>
<td></td>
<td>• Designing effective classrooms/environments</td>
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<tr>
<td>Week 4</td>
<td>• Functional Behavioral Assessment Part 1</td>
<td>Crone &amp; Horner Chs. 1-4</td>
<td>Classroom or Home System Assignment Due</td>
</tr>
<tr>
<td>9/16</td>
<td>• Developing a hypothesis for behavior change</td>
<td></td>
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</tr>
<tr>
<td>Week 5</td>
<td>• Functional Behavioral Assessment Part 2</td>
<td>Russell &amp; Horner (2007)</td>
<td></td>
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<tr>
<td>9/23</td>
<td>• Teacher/parent interview &amp; ABC analysis</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>• Behavioral Objectives/ Phases of learning</td>
<td></td>
<td>Defining Behavior and Developing Hypotheses Due</td>
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<tr>
<td>9/30</td>
<td>• Data Collection/ Measurement</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>• Graphing &amp; Data Analysis</td>
<td></td>
<td>Developing a Data Sheet &amp; an Operational Definition of Behaviors Due</td>
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<tr>
<td>10/7</td>
<td>• Social Skills Instruction</td>
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<td></td>
<td>• Self-Management</td>
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<tr>
<td>Week 8</td>
<td>• MIDTERM</td>
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<tr>
<td>10/14</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignments</td>
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</tbody>
</table>
| Week 9      | • Antecedent strategies  
• Strategies for increasing behavior                                     |                                              | Recording & Graphing Behavior Due                |
| 10/21       |                                                                      |                                              |                                                  |
| Week 10     | • Strategies for decreasing behavior  
• Ethical use of ABA strategies                                                  |                                              |                                                  |
| 10/28       |                                                                      |                                              |                                                  |
| Week 11     | • Behavior intervention planning                                        | Horner, Sugai, Todd & Lewis-Palmer (99-00) | Positive Behavioral Intervention Plan Due        |
| 11/4        |                                                                      |                                              |                                                  |
| Week 12     | Veteran’s Day – No Class                                               |                                              |                                                  |
| 11/11       |                                                                      |                                              |                                                  |
| Week 13     | • Contextual Fit  
• Evaluating progress / Using data for decision-making  
• Generalization of Behavior Change  
• School-wide systems of support in preschool                                 | Fox & Little (2001)                          |                                                  |
| 11/18       |                                                                      |                                              |                                                  |
| Week 14     | • Behavior Change Project Presentation  
• Final Comments                                                           |                                              | Implementation Data & Evaluation Due             |
| 11/25       |                                                                      |                                              | Behavior Change Project Presentations Due        |
| Week 15     | • Review for Final                                                     |                                              |                                                  |
| 12/2        |                                                                      |                                              |                                                  |
| FINALS WEEK | • FINAL EXAM                                                           |                                              | FINAL EXAM                                      |
| 12/12/2012  |                                                                      |                                              |                                                  |
Levels of Proficiency

EVALUATION RUBRIC FOR BEHAVIOR CHANGE PROJECT for ESP 778

<table>
<thead>
<tr>
<th></th>
<th>Target (92 – 100)</th>
<th>Acceptable (80 – 91)</th>
<th>Unacceptable (&lt; 80)</th>
</tr>
</thead>
</table>
| **Defining Behavior and Behavioral Hypotheses** | • Description of child includes child strengths and context  
• All parts of teacher interview completed  
• Three ABC assessments completed for a minimum of 15 minutes each  
• Hypothesis statement indicates triggering antecedents, problem behavior, maintaining consequence and clear and accurate function | 14 – 15 points | • Description of child only partially discusses child strengths and context  
• Teacher interview is missing a few components  
• Two 15-min. ABC assessments were completed or Three assessments for less than 15 minutes each  
• Hypothesis statement is missing one component or one component is unclear | < 14 points |
| **Data Sheet & Operational Definition of Behaviors** | • Data sheet includes all standard features presented in class  
• Definition of both problem behavior and appropriate behavior are operationally defined  
• Includes summarization and conversion of raw data to usable scores  
• Task analysis completely describes the steps for using the data form  
• Type of measurement system is correctly identified  
• Rationale is complete and coherent | 14 – 15 points | • Data sheet is missing 1-2 standard features presented in class  
• Definitions of behaviors require further specificity to be observable & measurable  
• Includes summarization of scores but not conversion  
• Task analysis is missing 1-2 steps  
• Type of measurement system is partially identified  
• Rationale is partially complete & coherent | 12 – 13 points |
| **Recording and Graphing Behavior** | • Minimum of 3 completed observation recording sheets  
• Graph includes a minimum of 3 baseline data points collected for both problem behavior and appropriate behavior | 14 – 15 points | • Observations include minimal errors in recording or calculation  
• Graphs include minimal errors | < 12 points |
|                              | • < 3 observations were completed and graphed  
• Graph is nonexistent or includes significant errors | < 12 points |
<table>
<thead>
<tr>
<th>Positive Behavioral Intervention Plan</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Competing behavior pathway is complete and matches function</td>
<td>• Competing behavior pathway is partially incomplete but matches function</td>
<td>• Competing behavior pathway is incomplete and does not match function</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of prevention and antecedent manipulation strategies</td>
<td>• Partial description of prevention and antecedent manipulation strategies</td>
<td>• Minimal or unclear description of prevention and antecedent manipulation strategies</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of instructional manipulation (i.e., identify replacement behavior and how it will be taught utilizing social skill instruction components)</td>
<td>• Partial description of instructional manipulation strategies</td>
<td>• Minimal or unclear description of instructional manipulation strategies</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of consequence strategies (i.e., strategies to eliminate or minimize rewards for problem behavior AND strategies to reinforce appropriate behaviors)</td>
<td>• Partial description of consequence strategies</td>
<td>• Minimal or unclear description of consequence strategies</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of safety/crisis plan if appropriate</td>
<td>• Partial description of safety/crisis plan (if needed)</td>
<td>• Minimal or unclear description of safety/crisis plan (if needed)</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of plan for evaluation and assessment</td>
<td>• Most components of intervention plan match function</td>
<td>• Intervention plan does not sufficiently match function</td>
<td></td>
</tr>
</tbody>
</table>

27 - 30 points

<table>
<thead>
<tr>
<th>Implementation Data and Evaluation</th>
<th>14 - 15 points</th>
<th>12 - 13 points</th>
<th>&lt; 12 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Implementation data includes a minimum of 5 data points</td>
<td>• Implementation data includes 3-4 data points</td>
<td>• Implementation data includes &lt;3 data points</td>
<td></td>
</tr>
<tr>
<td>• Complete description of data is included</td>
<td>• Partial description of data</td>
<td>• Minimal or no description of data</td>
<td></td>
</tr>
<tr>
<td>• Graph of data is included</td>
<td>• Partial graph of data or minimal errors</td>
<td>• No graph of data or significant errors</td>
<td></td>
</tr>
<tr>
<td>• Summary of results is included</td>
<td>• Partial discussion of results</td>
<td>• No discussion of results; or significant errors</td>
<td></td>
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<tr>
<td>• All possible explanations for results, including limitations are stated</td>
<td>• Partial interpretation of results</td>
<td>• No interpretation of results; or significant errors</td>
<td></td>
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<tr>
<td>• Suggestions for future intervention are presented</td>
<td></td>
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</tbody>
</table>

Implementation data includes 3 - 4 data points

12 - 13 points

<table>
<thead>
<tr>
<th>Presentation</th>
<th>9 - 10 points</th>
<th>8 points</th>
<th>&lt; 8 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presentation fits within time limits</td>
<td>• Presentation is slightly long or short of time frame</td>
<td>• Presentation is substantially too long or too short</td>
<td></td>
</tr>
<tr>
<td>• Detailed description of methodology is presented</td>
<td>• Partial description of methodology</td>
<td>• No description of methodology; or significant errors</td>
<td></td>
</tr>
<tr>
<td>• Overhead of graph is presented</td>
<td>• Overhead of graph with minimal errors</td>
<td>• No overhead of graph; or significant errors</td>
<td></td>
</tr>
<tr>
<td>• Thorough discussion of results is presented</td>
<td>• Partial discussion of results</td>
<td>• No discussion of results; or significant errors</td>
<td></td>
</tr>
<tr>
<td>• Interpretation of results is presented</td>
<td>• Partial interpretation of results</td>
<td>• No interpretation of results; or significant errors</td>
<td></td>
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</tbody>
</table>